MASSACHUSETTS
STATE TEACHERS COLLEGE
AT
BRIDGEWATER

Established 1840

1935-36

The Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION

PAYSON SMITH, *Commissioner of Education*

Members of Advisory Board

Ex Officio THE COMMISSIONER OF EDUCATION, *Chairman*

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ALMA PORTER . . . . . *Assistant Supervisor of Physical Education*
IDA E. SCHEIB . . . . . *Assistant Supervisor of Safety Education*

FACULTY

The Teachers College

ZENOS E. SCOTT, *President* . . . . . *History and Philosophy of Education*
B.S., Evansville; A.M., Columbia; Pd.D., Evansville

HARLAN P. SHAW . . . . . *Physiography and Science*
4 years Bridgewater; Lowell School of Science; Harvard

CHARLES E. DONER . . . . . *Supervisor of Penmanship*
Zanerian College; Denison University

L. Adelaide Moffitt . . . . . *Reading; Dramatic Club*
School of Expression; Harvard; Columbia

FRILL G. BECKWITH . . . . . *Handicrafts*
Sloyd Training School; University of Michigan

BRENELLE HUNT . . . . . *Psychology*
4 years Bridgewater; Harvard; Columbia

JOHN J. KELLY, *Dean of Men* . . . . . *History of Education; Practical Arts*
Fitchburg Teachers College; Boston University; Harvard

FRIEDA RAND . . . . . *Music; Supervision in Training School; Glee Club; Orchestra*
A.B., Mount Holyoke; New England Conservatory of Music; Columbia

LOUIS C. STEARNS . . . . . *Elementary School Science; Greenhouse; School Gardens*
Bussey Institute, Harvard

S. ELIZABETH POPE, *Dean of Women* . . . . . *Ethics*
Framingham Teachers College; B.S., A.M., Columbia

EDITH H. BRADFORD . . . . . *French; German*
A.B., Tufts; Middlebury; Paris

PRISCILLA M. NYE . . . . . *Supervisor of Art*
Graduate of Massachusetts School of Art; International School of Art

M. KATHARINE HILL . . . . . *Literature*
B.L.I., Emerson; Harvard; Columbia

JOSEPH I. ARNOLD . . . . . *Sociology; Economics*
A.B., Centre; A.M., Columbia; Ph.D., Harvard

JULIA C. CARTER . . . . . *Library*
A.B., Middlebury; New York State Library School; Bread Loaf School of English

FRANK A. CROSIER . . . . . *Physical Education*
Springfield College; Boston University

RUTH E. DAVIS . . . . . *English*
Bridgewater; B.S., M.A., Boston University

OLIVE H. LOVETT . . . . . *English*
A.B., University of Montana; Ed.M., Harvard

LOIS L. DECKER ..... *Physical Education; Supervision in Training School*
A.B., University of Wisconsin; A.M., New York University

GEORGE H. DURGIN ..... *Mathematics*
A.B., Ed.M., Harvard

ALICE B. BEAL ..... *Director of Training*
Bridgewater; B.S., New York University

CORA M. VINING ..... *Library Assistant*
B.S. in Ed., Bridgewater; Simmons; Boston University

PAUL HUFFINGTON ..... *Geography*
B. E., Normal University, Illinois; A.M., Clark; University of Chicago

MARY V. SMITH ..... *History*
Worcester Teachers College; B.S. in Ed., Ed.M., Boston University; Columbia

MARY ISABEL CALDWELL ..... *Physical Education*
B. S., University of Wisconsin; New York University; Boston University

E. IRENE GRAVES ..... *Biology*
A.B., Elmira College; A.M., Columbia; Cornell University

IVA V. LUTZ ..... *Methods*
Gorham Normal School; B.S.E., A.M., Columbia

GORDON L. REYNOLDS ..... *Art; Supervision in Training School*
Graduate of Fine Arts Department, B.S. in Ed., Massachusetts School of Art

The Training School

MARTHA M. BURNELL ..... *Principal*
Gorham Normal School; Bridgewater; Columbia

NEVA I. LOCKWOOD ..... *Grade Six*
Bridgewater; Columbia; B.S., Boston University

EVELYN R. LINDQUIST ..... *Grade Six*
B.S. in Ed., Bridgewater

LOUISE H. BORCHERS ..... *Grade Five*
Fitchburg Teachers College; Columbia; B.S., Boston University

A. MABELLE WARNER ..... *Grade Five*
Salem Teachers College; Boston University

KATHERINE PACKARD ..... *Grade Four*
B.S. in Ed., Bridgewater

HELEN E. SLEEPER ..... *Grade Four*
Castine Normal School; Boston University; Columbia

LUCY B. BRALEY ..... *Grade Three*
Bridgewater; Boston University; American Institute of Normal Methods

CHARLOTTE H. THOMPSON ..... *Grade Three*
Fitchburg Teachers College; Columbia; B.S., Boston University

GLADYS L. ALLEN ..... *Grade Two*
Machias Normal School; Farmington Normal School; Emerson

GERTRUDE M. ROGERS ..... *Grade Two*
Pratt Institute; Columbia; Boston University

GRACE E. SMITH ..... *Grade One*
Symonds Kindergarten Training School; Boston University; Boston Teachers College

FLORA M. STUART ..... *Grade One*
Bridgewater; Hyannis Teachers College

MARY L. MARKS ..... *Kindergarten*
Wheelock; Boston University

Administration

BERNICE H. GEYER, *Principal Clerk*
DORIS I. HADLEY, *Stenographer*
KATHLEEN M. GEBAR, *Clerk*
HILDA A. FRENCH, *Dietitian*
JEAN C. HAGGART, *Resident Nurse*
THOMAS E. ANNIS, *Chief Engineer*

CALENDAR

1935-36

First Semester

September 4–6	Conference of Faculties of Massachusetts State Teachers Colleges
September 9	Training School Opens
September 9–10	Second Entrance Examinations; Freshman Health Examinations; Registration
September 11	Teachers College Opens
November 11	Armistice Day
November 27, noon, to December 2	Thanksgiving Recess
December 24 to January 2	Christmas Recess
January 24	Close of First Semester

Second Semester

January 27	Beginning of Second Semester
February 22 to March 2	Winter Recess
April 10	Good Friday
April 18–27	Spring Recess
June 4–5	First Entrance Examinations
June 7	Baccalaureate
June 12	Graduation Day

Sessions

Sessions are from 9.15 o'clock A.M. to 12.20 o'clock P.M., and from 1.30 o'clock P.M. to 3.25 o'clock P.M. There are no sessions on Saturday.

Telephones

The college may be reached by telephone through the following numbers of the Bridgewater Dial Exchange:

Office of President, 422
Business Office, 422
Office of Dean of Women, Boyden Hall, 664
Office of Dean of Women, Woodward Hall, 437
Training School, 410
Gymnasium, 661
Office of Dietitian, 972
Power Plant, 2421
Tillinghast Hall (pay station), 833
Woodward Hall (pay station), 802

STATE TEACHERS COLLEGE

BRIDGEWATER, MASSACHUSETTS

HISTORICAL STATEMENT

1840-1935

Since the Massachusetts State Teachers College at Bridgewater is one of the first group of three Normal Schools established in America, a brief summary of its history is of general interest. The following account is composed almost entirely of excerpts from "The History of Bridgewater Normal School," by the late Dr. Arthur Clarke Boyden.

In 1838, under the leadership of Horace Mann, the Commonwealth of Massachusetts decided to establish three Normal Schools. On September 9, 1840, this Normal School opened its doors, in the old Town House, with twenty-eight students. The expenditure of money up to this time consisted of $250 for the alteration of the Town Hall into schoolrooms, $500 for library and apparatus, and $500 for building a Model School house.

Although this College has been in existence almost one hundred years, it has had only five principals, — a fact which has had much to do with a continuity of tradition. The first principal, Nicholas Tillinghast (1840–1853), "by sheer skill and genius" made the school a success. His friend, Marshall Conant (1853–1860), carried out his policy of making Bridgewater a professional school with the distinctive purpose of cultivating the fine art of teaching. In 1860, Albert Gardner Boyden, who had served as assistant to both Tillinghast and Conant, became principal, eminent throughout his long and distinguished service until 1906. From 1906 to 1932 his son, Arthur Clarke Boyden, was principal, living to see the Normal School become a Teachers College in 1932. Of this College, Dr. Boyden became first president. At the death of Dr. Boyden, in 1933, Zenos Edmund Scott was installed as second president of the College.

In 1846, upon the present campus of the College was erected the first building in America to be specifically planned for Normal School purposes. In 1891, this building was replaced by another which, with two dormitories, was burned in 1924. The school carried on, however, with a loss of only a few days, until the present building was opened in the fall of 1926.

The present plant consists of a group of five large brick buildings with extensive grounds which include athletic fields, gardens, and greenhouse, and the home of the president of the College. The buildings are definitely planned for a quota of between 500 and 600 students, a number established by the State of Massachusetts to meet the demands for new teachers.

From Bridgewater more than nine thousand graduates have gone to all parts of the world, many, especially in the early days of Normal Schools, into teaching and executive positions in other similar institutions, — so many, in fact, that Bridgewater came to be called "Mother of Normal Schools."

REQUIREMENTS FOR ADMISSION

(Effective September, 1935)

I. Application for Admission. — Every candidate for admission to a teachers college is required to fill out a blank entitled "Application for Admission to a State Teachers College" and send it to the president of the teachers college that he desires to enter. This blank may be secured from the principal of the high school or the teachers college and may be filed after January 1 of the candidate's senior year. The blank should be filed by June 15.

II. Blanks to be Filed by the High School Principal. — The principal of the high school is expected to fill out two blanks — one giving the "High School Record" for each year, and the other a "Rating of Personal Characteristics" — and send them to the president of the teachers college.

III. General Qualifications. — Every candidate for admission as a regular student must meet the following requirements:

1. *Health.* — The candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teach-

ing. A statement from the family physician and examination by the college physician are the required evidences of satisfactory health.

2. *High School Graduation.* — The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.* — The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements.

"A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. *Personal Characteristics.* — The "Rating of Personal Characteristics" and the moral character of the candidate must, in the judgment of the president of the teachers college, warrant the admission of the candidate.

IV. Scholarship Requirements. Of the 15 units presented for admission, 12 must be selected from the list given under 2, g. of this section and must include the 6 units named in this paragraph as "Prescribed." The additional 3 units required may consist of any work which the high school accepts as meeting its graduation requirements.

Prescribed (6 units)

English	3 units	Mathematics	1 unit
American History and Civics	1 unit	Science	1 unit

1. *Certification.*

a. Certification may be granted for work of A or B grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate is a graduate of a Class A public high school or is in the upper half of the graduating class of a Class B public high school. To be admitted by certification alone, the candidate must present work of A or B grade in 12 units, including both the 6 units given above as "Prescribed" and 6 other units selected from the list given under 2, g., the number of units in each subject not to exceed the number given in 2, f.

b. In the case of subjects which continue for two years, the grade for the last year must be A or B in order that both units may be accepted for certification; if the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be A or B, in order that 3 or 4 units may be accepted for certification.

In the case of English only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of the 3 additional units.

2. *Examination*

a. Any candidate who is a graduate of a Class A public high school or a Class B public high school, whose record does not entitle him to certification for at least 5 units, is required to secure credit by examination for 12 units of work.

b. Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units (prescribed, 6 units; limted electives, 4 units), provided the 5 additional units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

c. It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

d. Preliminary examinations may be taken either in June or September by students who have completed the third year in a secondary school in not more than 5 units other than English.

e. Subject to the admission conditions stated above, credits received in the College Entrance Board Examinations may be accepted for admission.

f. The units must be so distributed that the number offered in any field shall not exceed the following, with the provision that the minimum total amount in any chosen field shall be 1 unit: Social Studies, 3 units; Science, 3 units; Foreign

Language, 4 units; Mathematics, 3 units; Commercial Subjects, 2 units; Fine and Practical Arts, 2 units.

g. Examinations will be offered by the teachers colleges in the following subjects:

English	
English Literature and Composition	3 units
Social Studies	
American History and Civics	1 unit
Community Civics	½ unit or 1 unit
History to about 1700	1 unit
European History since 1700	1 unit
Economics	½ unit
Problems of Democracy	½ or 1 unit
Ancient History	1 unit
English History	1 unit
Medieval and Modern History	1 unit
Science	
General Science	½ or 1 unit
Biology or Botany or Zoology	½ or 1 unit
Chemistry	1 unit
Physics	1 unit
Physical Geography	½ or 1 unit
Physiology and Hygiene	½ or 1 unit
Astronomy or Geology	½ or 1 unit
Foreign Language	
Latin	2, 3, or 4 units
French	2 or 3 units
Spanish	2 units
German	2 or 3 units
Italian	2 or 3 units
Mathematics	
Algebra	1 or 2 units
Arithmetic	1 unit
Geometry	1 unit
College Review Mathematics	1 unit
Commercial Subjects	
Stenography (including Typewriting)	1 or 2 units
Bookkeeping	1 unit
Commercial Geography	½ or 1 unit
Commercial Law	½ unit
Fine and Practical Arts*	
Home Economics	1 unit
Manual Training	1 unit
Drawing	½ or 1 unit
Music	1 unit

V. Method of Selection of Candidates in Case of an Excess of Applicants. — If the number of applicants for admission is, on July 1, in excess of the number that the facilities of the teachers college will accommodate, the plan of admission as already stated will be somewhat modified. The scholarship record and the ratings of the personal characteristics of *all* applicants will be evaluated in accordance with the method stated below. Candidates will then be admitted in the order of their total scores until the capacity of the teachers college has been reached.

(a) Scholarship will be allowed 75 points for 15 units of work.

(b) Personality will be allowed 25 points.

As a basis of computing the total score from the scholarship record, as submitted by the high school principal, a mark of "A" will be given 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

* In these fields one additional unit may be granted as follows: in Home Economics, Manual Training, Drawing, and Music, to candidates applying respectively for admission to the household arts courses at Framingham, the practical arts course at Fitchburg, the teacher training course at the Massachusetts School of Art, and the music course at Lowell.

As a basis of computing the personality record, which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points, "Good", 2 points; "Fair", 1½ points; "Poor", 1 point.

Place, Time, and Division of Examinations

Entrance Examinations may be taken in June and September at any state teachers college (including the Massachusetts School of Art) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Permanent credit will be given for any units secured by examination or certification.

Advanced and Special Students

1. A graduate of a normal school or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.
2. When any teachers college, after the opening of the college year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the president as possessing special qualifications because of exceptional and vital experience and achievement outside of college. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

Schedule of Entrance Examinations for 1935 and 1936

June 6 and September 9, 1935
June 4 and September 14, 1936

8.30–10.30	English Literature and Composition	
10.30–12.30	Latin; Commercial Subjects:	
	Latin	Commercial Geography
	Stenography (including Typewriting)	Commercial Law
	Bookkeeping	
1.30– 4.30	Social Studies:	
	American History and Civics	Economics
	Medieval and Modern History	Problems of Democracy
	Community Civics	Ancient History
	History to about 1700	English History
	European History since 1700	

June 7 and September 10, 1935
June 5 and September 15, 1936

8.30–10.30	Mathematics:	Geometry
	Algebra	College Review Mathematics
	Arithmetic	
10.30–12.30	Foreign Language:	
	French Spanish	German Italian
1.30–3.30	Science:	
	General Science	Physical Geography
	Biology, Botany or Zoology	Physiology and Hygiene
	Chemistry	Astronomy
	Physics	Geology
3.30– 5.00	Fine and Practical Arts:	
	Home Economics	Manual Training
	Drawing	Music

EXTENSION COURSES

Since 1927, the State Teachers College, in affiliation with the State Department of University Extension, has offered credit courses of collegiate grade in order to provide for graduates of the two and three-year courses the opportunity of qualifying for the degree of Bachelor of Science in Education. Graduates of the two-year course are required to pass satisfactorily courses aggregating thirty semester hours and to take an additional year of work in residence. Graduates of the three-year

course are required to pass satisfactorily courses aggregating thirty semester hours. Graduates of the four-year course (without degree) are required to pass satisfactorily courses aggregating fifteen semester hours.

The year in residence requires a minimum of thirty semester hours in approved courses taken in the teachers college from which the candidate is to receive the degree. This work may be done either during the academic year or in summer courses, during a period not to exceed five years prior to the award of the degree. A limited number of other required credits may be gained in approved collegiate or extension courses. Detailed information will be furnished, upon application, at the office of the Teachers College.

CONDITIONS FOR GRADUATION

Each student, who faithfully and honorably completes the full curriculum of any department shall, upon recommendation of the president and with the approval of the Commissioner of Education, receive a diploma of graduation signed by the Commissioner of Education and the president of the teachers college.

Expenses

Semester Fee. A semester fee of $25 is payable by each student. The sum of $25 is due in September, before registration in classes, and $25 is due on February 1.

Board. Rates for board and room are fixed by the State Department of Education. The rate for this college year is $300, payable promptly in advance, the first payment to be made before a room is assigned.

At the opening of the college year in September....	$90
December 1.....	70
February 1.....	70
April 1.....	70

An extra proportionate charge is made for board during the regular vacation periods.

Laundry work to the value of 50 cents a week is allowed on the regular price list; any excess of this amount is an extra charge.

A special laundry identification system is used, at a small initial expense (not exceeding one dollar) to each student.

Gymnasium Laundry Fee. All students are required to pay a fee of $2 per year to meet the expense of laundering the bath towels used by them in the gymnasium. This fee is due at the opening of the college year.

Payments must be strictly in advance, and should be made without the presentation of bills. A diploma will not be granted until all bills are paid.

Other expenses. Certain student enterprises which are supported by all the students are financed by means of the Student Activities Fee, which is payable at the beginning of each college year. This fee may vary from year to year, but is approximately $6 for women and $8 for men.

Students purchase their textbooks, writing materials, art materials, gymnasium outfit, and all supplies carried away for their future use.

The required gymnasium outfit for women, consisting of special uniform and shower equipment, costs approximately $17. Full description, with blanks for ordering, is sent out with notification of admission.

The required gymnasium outfit for men, consisting of special uniform of pants and sweatshirt, is to be ordered on blanks which are sent out with notification of admission. The approximate cost is $4. Soccer shoes and other necessary articles may be secured after college opens.

Tuition. To residents of Massachusetts tuition is free. Residents of other states may be admitted upon payment of tuition at the rate of $250 a year, one-half of which amount is payable at the beginning of each half-year; provided that the admission of such students does not exclude or inconvenience residents of Massachusetts.

Pecuniary Aid

It had been the custom for several years for the Legislature to appropriate an annual sum, varying from $4,000 to $6,000, for allotment to the teachers colleges,

to be given to students from Massachusetts who are unable, without assistance, to meet their expenses. This aid, however, is not given to students from the town in which the college is located.

A loan fund has been contributed by friends and graduates of the college, to be used in assisting worthy students of the Junior and Senior Classes. The conditions for loans from this fund are prescribed by a committee of the faculty.

Residence Halls

All women students who do not live at home are required to live in the dormitories. Exceptions to this rule may be made through the dean of women if a student wishes to live with relatives or to work for her room and board in some home approved by the college.

There are two residence halls for women on the campus. Woodward Hall has eighty-four double rooms and Tillinghast Hall has thirty-seven single rooms. The central dining room is located in Tillinghast Hall.

Each dormitory is heated by steam and lighted by electricity. In each there are attractive reception rooms as well as rooms set aside for general recreational purposes and for the enjoyment of the radio. *Students are not allowed to use radios, electric irons, or cooking equipment in their rooms.* Special rooms have been equipped to be used for laundry and kitchenette purposes.

Rooms in these halls are supplied with furniture, including mattresses, pillows, and rugs. Students are required to bring napkin ring, two clothes bags for laundry, bath mat 36 inches by 24 inches, towels, window curtains, bureau covers, and bed covering for single beds. The bed covering should include a mattress cover, four sheets 60 inches by 108 inches, three pillow cases, two pairs of blankets, a spread, a couch cover, and two couch pillows.

A reassignment of rooms is made at the end of each college year, preference in choice being given to those who have been longest in the college.

Candidates for admission who have applied for rooms in advance may select their rooms on the day preceding the opening of the college, after the initial payment of $90 at the Business Office. The order of choice is determined by lot.

Rooms for men are arranged for in private houses near the campus. Assignments are made by the dean of men only, from an approved list.

Absence

Regular and punctual attendance is required of every student. Each case of prolonged absence on account of illness is dealt with individually. The advantages of the teachers colleges, which are freely offered by the State, are expensive, and the State has a claim upon the student for their faithful use.

Students must not make arrangements involving absence from any exercise without previously obtaining permission, and must return punctually after any recess or vacation. Those who are necessarily absent at any time must make up lost work promptly upon their return.

When a student finds it necessary to withdraw from the college, he must return any of its books or other property which he may have, and receive regular dismissal from the president, otherwise he must not expect to receive any indorsement from the college.

Student Activities

The Student Cooperative Association. All of the students are members of this association. Through its various branches the details of the plan of student cooperative government are organized and all extra-classroom activities integrated. The Association appoints a Hospitality Committee each year, whose primary duty is to welcome and assist new students upon their arrival.

Other Organizations and Clubs. These are organized by students working with faculty advisers and are in most cases outgrowths of the regular classroom activities. They serve as social centers and prepare for leadership in similar clubs in public schools.

The following organizations are active at the present time: Glee Club, Orchestra, Dramatic Club, French Club, Library Club, Garden Club, Girl Scouts, Lyceum, Topics of the Day Club, Science Club, Camera Club, Kindergarten-Primary

Club, Hobby Club, Men's Club, Men's Athletic Association, Women's Athletic Association. The last offers opportunities for interpretive dancing, bowling, swimming, and many other types of sports.

Teachers College Publications. Two regular publications have been established: "Campus Comment," which is issued monthly, and "Alpha," a year book of college activities.

Alumni Association

In 1842, two years after the opening of the Bridgewater Normal School, a "Convention" was called, "having as its object the meeting of the alumni and students of the school." In 1845, the Alumni Association was formed, and has flourished ever since. At the present time, it has approximately 2,400 active members.

A meeting of this Association is held every year, — biennially in June at the College, and the alternate years in the spring, at a Boston hotel. These meetings, especially the one held in Bridgewater, draw a large attendance. Bridgewater Clubs have also been formed in many localities.

Graduates, as individuals, and also as members of alumni groups, have shown continuous loyalty to the College by means of gifts and personal service.

CURRICULA

Elementary Teachers' Course. A four-year course of study designed for students preparing to teach in the first six grades, and leading to the degree of Bachelor of Science in Education.

The kindergarten-primary division of this department includes kindergarten theory and practice in preparation for teaching in primary grades.

Junior-Senior High School Teachers' Course. A four-year course of study designed for students preparing to teach in the junior or senior high school, and leading to the degree of Bachelor of Science in Education.

ELEMENTARY TEACHERS COURSE

First Year	Second Year
Courses	Courses
Required	*Required*
Education	Education
1. Introduction to Education	3. Principles and Techniques of Teaching
2. The Learning Process	English
English	3. Composition
1. Oral Expression	8. Techniques in Primary Reading
2. Written Composition	14. Drama and Dramatics
Library 1 (Introduction)	Handwriting 2 (Blackboard Writing and Methods)
Handwriting 1 (Practice)	Fine and Practical Arts
Fine and Practical Arts	Art 2 (Elementary)
Art 1 (Introduction)	Mathematics
Music 1 (Elementary Theory)	2. The Teaching of Arithmetic
Music 2a (Chorus and Appreciation)	Physical Education
Mathematics	For Women
1. Fundamentals of Mathematics	2a. Activities
Physical Education	2b. School Health Education
For Women	For Men
1a. Activities	6. Problems in Teaching
1b. Personal and Community Health	Science
For Men	6. Elementary School Science for Teachers
5. Activities	9. Physical Science 1
Science	Social Science
1. General Biology	Sociology 1 (Principles)
Social Science	*Elective*
Geography 1 (Principles)	English
History 1 (Civilization)	Library 2 (Literature for Elementary Grades)
Elective	12. Survey of English Literature
English	13. Survey of American Literature
11. Current Literature	Fine and Practical Arts
Fine and Practical Arts	Handicrafts 1 (Handwork for Elementary Schools)
Art 5 (Blockprinting)	Music 2b (Chorus and Appreciation)
Woodworking, Printing	Mathematics
Mathematics	5. College Algebra
4. Trigonometry	Modern Languages
Modern Languages	French 2 (Correlated French)
French 1 (French for Cultural Purposes)	German 2 (Intermediate German)
German 1 (Grammar and Elementary Readings)	Science
Science	2. Zoology
5. Gardening and Civic Biology	Social Science
7. Chemistry	History 2 (Ancient and Medieval)

ELEMENTARY TEACHERS COURSE

Third Year

Courses

Required

Education
- 4. Student Participation and Teaching in Training School
- 6. Elementary School Problems
- 7. Applied Psychology
- 15. Kindergarten Theory and Methods (for kindergarten primary students)

English
- 10. Language for Elementary Grades
- Library 2 (Literature for Elementary Grades)

Fine and Practical Arts
- Art 3 (Adaptation and Application)
- Art 4 (Appreciation of Art)
- Music 3 (Teaching in the Elementary Schools)

Physical Education
- 3a. Activities
- 3b. Theory of Physical Education

Social Science
- Geography 2a or 2b (Regional)
- History 4a (American)
- Civic Education
- Economics (Principles)

Elective

English
- 15a. The Modern Novel
- 15b. Nineteenth Century Prose and Poetry
- 15c. Modern American and British Poetry
- Handwriting 3 (Advanced Practice)

Fine and Practical Arts
- Art 6 (Applied Design)
- Music 5 (Harmony) or 6 (History and Appreciation)

Mathematics
- 6. Analytic Geometry

Modern Languages
- French 3 (French Literature)

Science
- 3. Botany
- 10. Physical Science 2

Social Science
- History 3 (Modern European)

Fourth Year

Courses

Required

Education
- 5. Supervised Student Teaching in the Public Schools
- 9. The Elementary Curriculum
- 10. Educational Measurements
- 12. School Law
- 13a. History and Philosophy of Education
- 13b. Modern Problems
- 14. Professional Ethics

English
- 16c. Contemporary Literature and Criticism

Fine and Practical Arts
- Art 4 (Appreciation of Art)
- Art 7b (History of Architecture)

Social Science
- Sociology 2 (Advanced)

Elective

English
- 5. Journalistic Writing
- 9. Dramatics
- 16a. World Literature
- 16b. Twelve Plays of Shakespeare
- Handwriting 4 (Lettering)

Fine and Practical Arts
- Handicrafts 3 (The Making and Care of Books)
- Music 5 (Harmony) or 6 (History and Appreciation)

Mathematics
- 7. Mathematical Analysis

Modern Languages
- French 4 (Professional)

Physical Education
- 4a. Activities
- 4b. Problems and Practice Teaching

Science
- 4. Advanced Biology
- 12. Geology

Social Science
- Geography 3 (Climatology)
- Geography 4 (Anthropo-geography)
- Geography 5 (Economic)

JUNIOR-SENIOR HIGH SCHOOL TEACHERS COURSE

First Year

Courses

Required

Education
- 1. Introduction to Education
- 2. The Learning Process

English
- 1. Oral Expression
- 2. Written Composition
- Library 1 (Introduction)
- Handwriting 1 (Practice)

Fine and Practical Arts
- Art 1 (Introduction)
- Music 1 (Elementary Theory)
- Music 2a (Chorus and Appreciation)

Mathematics
- 1. Fundamentals of Mathematics

Physical Education
- For Women
  - 1a. Activities
  - 1b. Personal and Community Health
- For Men
  - 5. Activities

Science
- 1. General Biology

Social Science
- Geography 1 (Principles)
- History 1 (Civilization)

Elective

English
- 11. Current Literature

Fine and Practical Arts
- Art 5 (Blockprinting)
- Woodworking, Printing

Mathematics
- 4. Trigonometry

Modern Languages
- French 1 (French for Cultural Purposes)
- German 1 (Grammar and Elementary Readings)

Science
- 5. Gardening and Civic Biology
- 7. Chemistry

Second Year

Courses

Required

Education
- 3. Principles and Techniques of Teaching

English
- 3. Composition
- 7. Techniques in Primary Reading
- 14. Drama and Dramatics
- Handwriting 2 (Blackboard Writing and Methods)

Fine and Practical Arts
- Art 2 (Elementary)

Mathematics
- 2. The Teaching of Arithmetic

Physical Education
- For Women
  - 2a. Activities
  - 2b. School Health Education
- For Men
  - 6. Problems in Teaching

Science
- 6. Elementary School Science for Teachers
- 9. Physical Science 1

Social Science
- Sociology 1 (Principles)

Elective

English
- Library 2 (Literature for Elementary Grades)
- 12. Survey of English Literature
- 13. Survey of American Literature

Fine and Practical Arts
- Handicrafts 1 (Handwork for Elementary Schools)
- Music 2b (Chorus and Appreciation)

Mathematics
- 5. College Algebra

Modern Languages
- French 2 (Correlated French)
- German 2 (Intermediate German)

Science
- 2. Zoology

Social Science
- History 2 (Ancient and Medieval)

JUNIOR-SENIOR HIGH SCHOOL TEACHERS COURSE

Third Year	Fourth Year
Courses	Courses
Required	*Required*
Education	Education
4. Student Participation and Teaching in Training School	5. Supervised Student Teaching in the Public Schools
7. Applied Psychology	10. Educational Measurements
8. Principles and Techniques of Teaching	11. Junior High School Organization
English	12. School Law
9. Public Speaking	13a. History and Philosophy of Education
Fine and Practical Arts	13b. Modern Problems
Art 3 (Adaptation and Application)	14. Professional Ethics
Art 4 (Appreciation of Art)	Social Science
Physical Education	Sociology 2 (Advanced)
For Women	*Elective*
3a. Activities	English
3b. Theory of Physical Education	5. Journalistic Writing
For Men	6. Teaching in Junior and Senior High Schools
7. School and Community Health	8. Dramatics
Social Science	16a. World Literature
Economics (Principles)	16b. Twelve Plays of Shakespeare
Elective	16c. Literary Criticism
English	Library 4 (School Library Techniques)
4a. Problems of Teaching in Junior High School	Handwriting 4 (Lettering)
4b. History of the English Language	Fine and Practical Arts
15a. The Modern Novel	Art 7a. History of Art
15b. Nineteenth Century Prose and Poetry	Handicrafts 2 (Handwork for Junior High Schools)
15c. Modern American and British Poetry	Handicrafts 3 (The Making and Care of Books)
Library 3 (Books for Junior High School Library)	Music 5 (Harmony) or 6 (History and Appreciation)
Handwriting 3 (Advanced Practice)	Mathematics
Fine and Practical Arts	3. Teaching in the Junior High School
Art 6 (Applied Design)	7. Mathematical Analysis
Music 5 (Harmony) or 6 (History and Appreciation)	Modern Languages
Mathematics	French 4 (Professional)
6. Analytic Geometry	Physical Education
Modern Languages	For Women
French 3 (French Literature)	4a. Activities
Science	4b. Problems and Practice Teaching
3. Botany	For Men
8. Advanced Chemistry	8. Practice Teaching
10. Physical Science 2	Science
Social Science	4. Advanced Biology
Geography 2a (Regional, West)	11. General Science
Geography 2b (Regional, East)	12. Geology
History 3 (Modern European)	Social Science
	Geography 3 (Climatology)
	Geography 4 (Anthropo-geography)
	Geography 5 (Economic)
	History 4b (American)

EDUCATION

Education 1. Introduction to Education. First Year. Miss Beal and Miss Pope.

This is an orientation and guidance course.

Part I deals with problems that arise upon entrance to college life and college methods of work; these include such matters as participation in college social life, self-direction in more mature methods of study, and wise use of opportunities offered for the development of initiative and leadership. Since teachers are expected to participate in the social and institutional life of their communities as well as to make intellectual and professional contacts, training is given in the amenities and social conventions required of a person in public service. In addition, attention is paid to the development of those personal qualifications which are essential to successful teaching.

Part II aims to give an overview of the field of education, preparing for the understanding of the professional purpose of a teacher training institution, and for the more specialized and detailed study in later courses. It includes the development of public education and the effects of various movements on the purposes and aims of education in a democratic society.

The following organization serves as a basis of study: (1) The School of Yesterday; (2) The School of Today; (3) The School of Tomorrow. Observation of school situations gives meaning to the discussions.

Education 2. The Learning Process. First Year. Mr. Hunt.

This is an introductory course in Psychology dealing with the child as a reacting organism, aiming to show how he becomes adjusted to his environment and achieves some mastery of the skills, knowledge, and attitudes necessary for constructive participation in the community of which he is a part.

It includes a study of (1) the nervous system; (2) the inherited nature of the child as expressed in reflexes, instincts, and emotions; (3) the conditioned reflex and the general process of conditioning as the physiological basis of learning; (4) the most widely recognized "laws of learning" extensively applied to the problems of teacher-planning and economical pupil-learning; (5) the building up of a set of "teaching guides" to be used by the students in the practice-teaching which intervenes between this course and Applied Psychology.

Education 3. Principles and Techniques of Teaching and Classroom Management in Kindergarten and Elementary Grades. Second Year. Miss Lutz.

The principles of the learning process developed in elementary psychology serve as a basis for this course. A comparative and analytical study of the principles of method with the underlying techniques is carried on by research, observation, discussion, and demonstration in the Training School

The following techniques in the teaching process are considered as typical: choice, analysis, and organization of subject matter; types of lessons; methods of study; lesson plans; unit teaching; activity program; selection of materials and methods.

A study of the problems of classroom management including discipline is also made.

Education 4. Student Participation and Teaching in the Training School. 9 weeks, full time. Third Year. Miss Beal, Supervisor.

The training school serves as a laboratory where students engage in the scientific study of children, and of teaching and learning situations as they are encountered in a modern elementary school.

As the study progresses, students participate in problems of increasing difficulty to the point where they can undertake the duties of the room teacher.

Conferences, readings, reports are required of all.

Education 5. Supervised Student Teaching in the Public Schools. 9 weeks, full time. Fourth Year. Miss Beal, Supervisor.

This period provides opportunities in the public schools for continuous experience in all classroom activities under regular classroom conditions. Experience is gained in the study of individual differences, teaching techniques, and effective school management. Supervision is given by the classroom teacher and members of the college staff.

Conferences, readings, reports are required of all.

Education 6. Elementary School Problems. Third Year. Miss Lutz.

This course deals with modern trends in education; diagnosis and remedial work; types of school organization; criteria for judging procedures and method; visual education, and its place in the school's progress.

Group and individual reports of modern educational writings, texts, and professional books, are required in this course.

Education 7. Applied Psychology. Third Year. Mr. Hunt.

This course is designed for students who have taken Education 2 and have had a nine-weeks' period of practice teaching in the Training School. It continues the study of the learning process with particular attention to the psychology of perceptual learning, memory, imagination, and problem solving. It deals especially with the processes by which the developing pupil may be successfully guided by his teachers in the acquisition of useful and accurate ideas — (1) directly, through the best kinds of first-hand contact with his environment, (2) indirectly, through the effective study of textbooks and other secondary means for securing the best possible understanding of the world at a distance and the life and events of other times. It has been found particularly useful to give careful study during this course to the psychology underlying the constructive teaching techniques in reading and certain other subjects from the primary grades to the junior high school.

Education 8. Principles and Techniques of Teaching in the Junior High School. Third Year. Miss Lutz.

This course deals with the principles which are basic to the junior high level with relation to methods of teaching. It considers the psychology of the learner, the organization of materials, standards of attainment, and the procedures by which these standards are developed.

Major emphasis is directed to the following topics: the curriculum of the junior high school; the learning possibilities of the ability ranges; selection and arrangement of subject matter; modification of teaching procedures for varying abilities; study of methods of study; assignments; problem solving, socialized recitation, and classroom organization and management.

Education 9. The Elementary Curriculum. Fourth Year. Miss Lutz.

This course includes a consideration of problems relating to the curriculum of the elementary school; the principles of curriculum construction; the process of curriculum making and revision; the bearing of current social factors on curriculum construction; the procedure for setting up objectives, guiding principles, course of study units, and units of instruction; significant educational points of view and their application to curriculum making; and the contribution of research and experimental studies to the selection and arrangement of materials in the curriculum.

Recent courses of study prepared by public and private schools, as well as abstracts of research and experimental investigations in various fields, are used as illustrative material for this course.

Education 10. Educational Measurements and the Psychology of Exceptional Children. Fourth Year. Mr. Hunt.

The course includes the following topics:

Introductory study of the range of ability for any given age or grade. Survey of investigations as to the relative importance of heredity and environment in producing this variation. Psychology of the normal and subnormal studied to ascertain nature and causes of individual differences.

Study of the development of the modern science of intelligence testing. Work of Binet and the Stanford Revision of the Binet method in America. Training in the application of the above method in actual practice. Study of the best known group tests, with practice in their use.

Study of statistical method of handling the data derived from these tests. Interpretation of results. Diagnosis of class and individual needs.

Survey of modern systems of grading and promotion. Problems of retardation and acceleration. Modifying the content and method of education for defectives. Provisions for the exceptionally bright pupil. Study of current problems of 6 — 3 — 3 reorganization, with special study of curricula and program-making in junior and senior high schools.

Education 11. Junior High School Organization. Fourth Year. Mr. Hunt.

This course is planned to provide a general understanding of the junior high school as an important part of the present day scheme of public school education. It includes (1) a brief study of the period of adolescence, a survey of the changing concepts in the psychology of that period, with conclusions as to the influence which a knowledge of adolescence should exert on the methods of instruction and control of the early adolescent; (2) a survey of the age-distribution of pupils in the different grades of the schools of Massachusetts in order to find the grades in which the majority of pupils are pubescent and definitely adolescent; (3) aims and objectives of a school for pupils the majority of whom are in this transition period, with a survey of the opinions of representative educators in regard to these aims; (4) a study of the advantages and dangers of departmental instruction, (5) aims and methods of educational exploration and its logical result — educational and vocational guidance; (6) pros and cons of homogeneous grouping; (7) marking, reports to parents, and promotion problems; (8) function and administration of extra-curricular activities.

Education 12. School Law. Fourth Year. Mr. Kelly.

This course offers a study of school law with which the teacher needs to be familiar; the fundamental laws bearing on state systems of education and the policies by which they are directed; laws affecting organization and support of the

several types of schools; the relative educational functions of nation, state, and locality; the authority, duties, qualifications, and rights of teachers and of school officials; the relative rights of parents and children; compulsory attendance laws, health laws, and the employment laws immediately related to them.

Education 13a. History and Philosophy of Education. Fourth Year. Dr. Scott, Mr. Kelly.

The scope of the course in History of Education includes: (1) a brief study of the present day program of education in typical school systems: (2) the major theories and tendencies in modern education; (3) the major developments of our public school system; (4) the significant contributions made to education in thought and practice by European leaders; (5) the economic, industrial and social influences which have aided or retarded educational progress.

In the field of Philosophy the course includes a study of the following topics: the points of view which have resulted from our traditions and manner of living; the problems arising from the present day economic, social and political life; the influences of scientific findings and research in the field of education; the significant relationship between matters of educational and social progress.

Reports, assigned readings, class discussions, and research work will be required of each student.

The course will be presented by means of lectures, directed study, group discussions and illustrations from selected materials and references.

Education 13b. Modern Problems. Fourth Year. Miss Beal.

A lecture course dealing with the following:

1. The educational opportunities offered by the State Department of Education for (a) the atypical child; (b) vocational education; (c) adult alien education; (d) university extension.
2. The social agency in the community especially as it relates to the needs of the child in social life: the interplay of the home, school, and community in relation to these needs.
3. Reports of research in education.
4. Presentation and discussion of current educational practices.

This course is considered as a part of the course in History and Philosophy of Education.

Education 14. Professional Ethics. Fourth Year. Miss Pope, Mr. Kelly.

This course deals with the study of teaching as a profession, including professional and personal standards of teachers, methods of obtaining and changing positions, tenure, and retirement, relations of the teacher to the children, coworkers, parents, and the community.

Education 15. Kindergarten Theory and Methods. Third Year. Miss Marks.

A study of the origin, evolution, and growth of the kindergarten, including its aims, ideals, values, requirements; life and influence of Froebel, Pestalozzi, Montessori, and others; present status of the kindergarten in the United States; and influence upon the kindergarten of the changing conceptions of education.

A part of the course is devoted to the study of play materials for young children, traditional and modern; industrial arts and the methods of using materials; and a program for the well-rounded school life of the kindergarten child.

This course parallels practice teaching in kindergarten; thus time is spent in discussing actual classroom situations as they arise during this training period.

ENGLISH

English 1. Oral Expression. First Year. Miss Moffitt.

The purpose of this course is as follows: (1) to train students in proper use of voice as a medium of teaching; (2) to develop poise; (3) to acquaint students with stories and story-telling.

The required work includes (1) recitation and oral reading of selections; (2) original descriptions; (3) impersonations; (4) story-telling: reading and discussion of books; selection, narration, illustration, and dramatization of stories; preparation of a story-hour.

English 2. Written Composition. First Year. Miss Davis.

The aim of this course is to enable the student to increase the effectiveness of his written expression. In all the work covered, stress is laid upon ability to select and express essential meaning with clarity and accuracy. The course is correlated with the course in *Oral Expression*, so that analysis and written composition are often based upon material, such as literary selections, reports, and speeches, also used for vocal interpretation.

The following technical material illustrates the content of the course. Organization: Precis and paraphrases, outlines, letters, reports, brief essays. Sentences: Simple analysis, correct usage, rhetorical effectiveness. Vocabulary: Enlargement and increased accuracy in the use of the words.

The work is carried on by means of class discussions, frequent short assignments, and individual conferences. Students showing a mastery of the fundamentals of composition may be permitted to take up some more advanced phase of English.

English 3. Composition. Second Year. Miss Lovett and Miss Davis.

This course has the following aims: skill in speaking and writing; training in thinking, through the discussion of essays dealing with modern problems, and through voluntary writing substituted for regular assignments.

Teaching materials are, in the main, selected according to the needs of the class. Much opportunity is offered for informal debating, application of the principles of rhetoric, paraphrasing, precis writing, and the writing of term papers.

English 4a. Problems of Teaching English in Junior High School. (Elective.) Third Year. Miss Lovett.

This course presents a point of view with respect to the "materials" of English taught in the more progressive junior high schools. A short survey is given, showing the principles of grammar with practice in analysis, the place of grammar as a school subject, the methods of organizing the subject, and the relationship of grammar to composition. Individual research, practice in writing and in presentation, in the planning of assignments and long units, in the conduct of recitations, and in testing and grading will be included. Other subjects examined are letter writing, vocabulary study, extra-curricular English activities, illustrative materials and methods, and debating.

English 4b. History of the English Language. (Elective.) Third Year. Miss Lovett.

This course deals with the place of English in the modern world and with its relationships to other languages, ancient and modern. It is intended to help the student deal with the problems of language that arise in the teaching of English and to establish standards for criticism. The course gives the historical background of the English language and describes related social and literary movements that have affected the development of our language. English is shown to be flexible, changing, and subject to popular influence. Stress is laid upon diction, dictionary study, and the development of standards of correct usage.

English 5. Journalistic Writing. (Elective.) Fourth Year. Miss Lovett.

This is a laboratory course in writing. The aims are those of "good composition"; namely, clearness, conciseness, correctness, and coherence. The models used are such as are found in the leading newspapers and periodicals. The principal types of news stories are studied, and examples are collected and criticized. The student is given considerable practice in original writing with much emphasis upon revision.

Individual research is provided to develop skill in the reading and the judging of newspapers. The student is prepared to guide pupils in the intelligent reading and use of newspapers, and to plan and manage school newspapers.

English 6. Teaching of English in Junior and Senior High Schools. (Elective.) Fourth Year. Miss Lovett.

This is a seminar course intended for the students who are majoring in English. Such subjects as the following may be selected: creative writing, versification, grammar, the possible relationships of literature and composition, the use of standard tests. The student formulates the results of his study for presentation to the group.

English 7. Techniques in Primary Reading. Second Year. Miss Moffitt.

The purposes of this course are as follows: (1) to develop in the students the correct attitudes, habits, and skills in reading; and (2) to prepare students to teach reading effectively in the elementary grades.

The required work includes (1) a study of three or four of the more important research books, together with a presentation and study of typical texts on methods, and an evaluation of teaching manuals; (2) phonetics, including typical lessons for children, and work with individual speech defects; (3) tests (standard, objective, and informal) and remedial work, in theory and practice; (4) group work, observed and discussed as to reasons, preparation, and methods of initiating and checking; (5) reading activities, studied by means of observation and discussion.

English 8. Dramatics. (Elective.) Fourth Year. Miss Moffitt.

The purposes of this course are as follows: (1) to enable students to meet the practical educational problems found in presenting assembly programmes, and forming and directing junior and senior high school dramatic clubs; (2) to improve the ability of the student in the interpretation and the presentation of dramatic literature.

The required work includes (1) the study and discussion of a text on play production; (2) study of vocal and pantomimic expression; (3) reading and written reports of five one-act plays a week; (4) study of the development of the drama,—preparing a theme on some phase of the drama; (5) preparation and presentation of typical assembly programmes; (6) coaching and presenting two one-act plays; and (7) class study of one Shakespeare play.

English 9. Public Speaking. Third Year. Miss Hill.

This course deals with practice in platform speaking: speech improvement; preparing teachers to speak clearly and effectively in classroom, assembly, open forum, or public meeting; out-of-doors speaking. The material used for study includes problems in communication of simple ideas; interviews, discovering unique viewpoints and novel reactions of other people on interesting questions; reports to the class; platform deportment.

Practice is given in Unison Speech, and training in the leading of Verse Choirs, in connection with a study of this movement in Europe, England, and America.

The course gives a minimum of theory, with a maximum of practice.

English 10. Language for Elementary Grades. Third Year. Miss Davis.

The purpose of this course is to acquaint students with proper standards and methods for the teaching of oral and written composition in the elementary grades.

The content of the course is based upon the following materials and activities: presentation of language expression as a fundamental tool for all school activities; instruction and planning for real and measurable progress in language power; examination of standard texts and selected courses of study in this field; observation and discussion of demonstration lessons with Training School children; and evaluation of tests.

A definite division of the course is given to the materials and methods used in the teaching of spelling.

English 11. Current Literature. (Elective.) First Year. Miss Lovett.

This is primarily a reading course intended to give students an opportunity for an extensive, exploratory survey of modern literature. The short story, the novel, the drama, poetry, the essay, biography, and popular books dealing with the sciences, economics, sociology are presented. Assignments or readings and reports are prepared by the students for themselves, with advice as to suitability given by the instructor. The amounts of reading are adjusted to the students' ability.

English 12. Survey of English Literature. (Elective.) Second Year. Miss Davis.

This survey course attempts to co-ordinate and arrange the student's knowledge and thinking by class study of important pieces of literature for their intrinsic value, and for their social significance.

The organization is loosely chronological. Relatively unproductive periods are studied briefly, in order that the few masterpieces may be enjoyed, and tendencies noted. The richer literary periods are studied more in detail, with special

mention of about twenty major poets, essayists, and novelists, and the significance of the work of each.

The method of the course includes lectures, discussions, outside reading, and oral and written reports. Historical and social backgrounds are presented briefly by the instructor or by students. One period is made the subject of simple directed research on the part of the class, concluded by a test. For this research, outlines, problems, instruction, and supervision are furnished.

English 13. Survey of American Literature. (Elective.) Second Year. Miss Davis.

This course attempts to show and to explain the various stages in the development of our national literature. Major emphasis is placed upon the literature of the nineteenth and twentieth centuries, showing the effects of European culture, growing nationalism, liberalization of thought, movements of peoples, and industrialism.

Since New England prose and poetry are so commonly studied in the public schools, they furnish the important materials for this course in order that students may have an intelligent background for teaching. The chief authors of other regions are also stressed. The class discusses miscellaneous modern literature, expressing individual reactions, and formulating simple standards of criticism.

English 14. Drama and Dramatics. Second Year. Miss Hill.

Reading and study of chief contemporary dramatists of Europe, Great Britain, and America. This course takes up a study of plays as "the abstract and brief chronicles of the time"; a study of dramatic technique and of play production; discussion of current plays. In co-operation with *Senior Dramatics*, there is in this course the presentation of a series of plays under direction of Senior coaches, giving instruction and practice in character interpretation, make-up, stage management, costuming, lighting, and committee-work.

English 15a. The Modern Novel. (Elective.) Third Year. Miss Hill.

In this course the following topics are considered: a survey of the novel since Scott; the importance of the novel in the interpretation of contemporary life; the craft of the novelist; analysis and comparison of novels in accordance with the accepted standards of criticism; promotion of good taste in the reading of fiction; cultivation of the habit of rapid reading of fiction; special attention given to such writers as Dickens, Eliot, Hardy, Meredith. Required reading: ten contemporary novels.

English 15b. Nineteenth Century Prose and Poetry. (Elective.) Third Year. Miss Hill.

In this course the following topics are considered: interpretation of the work of representative poets, including Tennyson, Browning, Arnold, Morris, Swinburne, Meredith, Hardy; the art, music, and diction of Victorian poetry; the Victorian reaction to the world of nature, color, sound, and shape; the spiritual significance of nineteenth century literature. Required readings in prose: Coleridge, Lamb, Hazlitt, Newman, Ruskin, Arnold, Huxley, Pater, Stevenson.

English 15c. Modern American and British Poetry. (Elective.) Third Year. Miss Hill.

In this course the following topics are considered: a study of the chief modern poets, schools of poetry; interpretations of modern life; the changed attitudes toward the common life; changes in theme, form, and poetic diction in the new poetry; Emily Dickinson, Robinson, Frost, Sandburg, Stevenson, Housman, Masefield, and others.

English 16a. World Literature. (Elective.) Fourth Year. Miss Hill.

This is a survey course, cultivating a sense of the continuity in the flow of literature, revealing the essential unities and the comparative values, and promoting interest in the propagation of good literature. Such forms as the epic, the lyric, and the drama are presented and interpreted.

The following examples of the various forms illustrate the material discussed.
The epic: Dante, *The Divine Comedy;* Milton, *Paradise Lost.*
The lyric: examples from the Chinese, Japanese, Greek, Latin, French, German, English.

The drama: Sophocles, *Antigone*; Plautus, *The Captives*; Ibsen, *A Doll's House;* Sheridan, *The Rivals.*

English 16b. Twelve Plays of Shakespeare. (Elective.) Fourth Year. Miss Hill.

This is a course in reading and appreciation; a study of the plays *as plays*; a study of the philosophy of the poet-dramatist. Six of the twelve plays are selected for vocal interpretation.

Such plays as the following are selected: Henry IV, pt. 1; Henry IV, pt. 2; Henry V; Julius Caesar; Antony and Cleopatra; Hamlet; Othello; Romeo and Juliet; Coriolanus; The Winter's Tale; The Tempest.

English 16c. Literary Criticism. (Elective.) Fourth Year. Miss Hill.

This course offers oral and written criticism expressing "the reaction of the literary material upon the reader's taste and spiritual susceptibility"; a study of best contemporary criticism; criticism as literature; a study of the terminology in criticism; individual problems in the criticism of books and plays.

Library 1. Introduction to the Use of the Library. First Year. Miss Carter.

The course gives a general introduction to the use of libraries, with emphasis on the use of the Teachers College Library. The subjects covered are the main divisions of the Dewey Decimal classification; arrangement of the library; leading dictionaries; encyclopedias; the card catalog; magazine indexes; reference books in specific fields, such as the following: *Living Authors*, Brewer's *Readers' Handbook*, Harper's *Dictionary of Classical Literature, Pageant of America*; the making of simple bibliographies; book selection aids, such as *U. S. Catalog, Book Review Digest.*

Library 2. Literature for Elementary Grades. Second or Third Year. Miss Carter.

Children's books are considered for their appeal to an adult intelligence as well as to the minds of children. The topics covered are the following: illustrators and illustrations of children's books; Mother Goose, its place in literature; first interests in reading; folk literature of many lands; children's poetry; modern writers of fairy tales; fiction for the elementary grades; books in special fields, both fiction and non-fiction, such as animal books, books on Indians, geography, or science; methods and devices to arouse interest in books. In connection with this course, work is done at the library desk, and book displays are planned for the Training School Library.

Library 3. Books for the Junior High School Library. (Elective.) Third Year. Miss Carter.

The reading interests of upper elementary grades and junior high school are considered. The work includes the following: juvenile editions of Greek and Norse mythology; retold versions of national epics, legends, and romances, such as King Arthur, Robin Hood, The Mabinogian, Roland, Paul Bunyan; fiction, grouped by subjects, such as adventure stories, school stories, "series" books, and informational books.

A study is made of the elementary school library, its organization and equipment. Practice work is given in the Training School Library, and in making book exhibits for the main library.

Library 4. School Library Techniques. (Elective.) Fourth Year. Miss Carter.

This course is designed to meet the needs of those students who have a mature interest in many types of books,—those valuable to both teachers and children for study and recreation,—and also an interest in the ways in which books are made available through the library, especially the school library.

In the course students come in contact with very many books, new and old, juvenile and adult. They work among these books, examine lists, and see texts and reference books in many fields. Definite periods are reserved for book discussions and evaluations. Various projects in book-exploration are carried out.

On the technical side, the administration of a school library is taken up, as to size, equipment, supervision, scheduling, and book selection. In the interests of proper professional procedure and accuracy, considerable time is spent upon simple

cataloging, and Dewey Decimal classification. Practice is given in desk-work, guidance, and classification.

A student who has made the best use of the opportunities offered should be able to conduct, or to help in the organization of, a school library.

HANDWRITING

Handwriting 1. Practice in Handwriting. First Year. Mr. Doner.

The aim in this course is to train all students to write a plain, fluent hand, so that by their own skill and example they will be prepared, as teachers, to teach others to write well. This involves study and practice in motor skill, quality of results and speed. To accomplish these ends one class period and one hour of outside practice each week are the minimum requirements. The Correlated Handwriting Method is used, which means that all writing, in order to function as it should, must correlate with all other subjects.

Handwriting 2. Blackboard Writing and Methods. Second Year. Mr. Doner.

In this course the students devote considerable time to the practice and improvement of their blackboard writing. For the teacher, good plain blackboard writing is not only a necessity but a duty which she owes to her pupils. This course also provides some discussion of current methods of teaching this subject, including measurements and grading of handwriting.

Handwriting 3. Advanced Practice. (Elective.) Third Year. Mr. Doner.

This course is for those students who wish to perfect their own plain, fluent handwriting. Any student desiring to specialize in the teaching or supervising of penmanship is encouraged to take this course. Training in student teaching is provided.

Handwriting 4. Lettering. (Elective.) Fourth Year. Mr. Doner.

A course in Old English Lettering and Engrosser's Script Writing is offered to a limited number of students who are especially interested in the artistic and the beautiful. This work is not only attractive for decorative purposes in the schoolroom, but consists of styles appropriate for place cards, book covers, holiday greetings, engrossing names and courses on certificates, diplomas, etc.

FINE AND PRACTICAL ARTS

Art 1. Introduction to Art. First Year. Miss Nye and Miss Beckwith.

This course aims to arouse interest in the need of art expression as a preparation for teaching. Through the use of line, form, color, and pattern, students learn to express ideas and represent familiar forms as the circumstances of teaching may require. Students also learn principles and techniques while developing the habit of thoughtful observation, and the recognition of beauty.

In this course an attempt is made to cover the following fundamentals:—

In representation, the development of power to create sketches of typical scenes of everyday life in water-color, crayons, etc.;

In lettering, the application of well-spaced Gothic letters to simple objects in common use in the schoolroom;

In color, (1) its enjoyment in both art and nature, (2) establishment of correct terminology, and (3) development of knowledge of tone relations through the study of informal scales;

In design, (1) through the study of slides and pictures the realization that design is orderly arrangement, (2) the recognition and enjoyment of the laws of order, and (3) the application of these laws in free brush patterns to simple objects for personal and school use.

In handwork, the following topics are considered: (1) an appreciation of the beautiful in construction, (2) skill in the use of various materials and tools that children will be likely to use in the school-room, (3) adaptation of the principles of art to school and community life, and (4) knowledge of pattern making, and mechanical drawing.

Art 2. Elementary Art. Second Year. Mr. Reynolds.

The aims of this course are to emphasize Art as a special subject in preparation for leisure time and to analyze examples of decorative and pictorial art. The

course reviews the fundamental art principles and skills and continues the development of confidence and initiative in their use. It instructs the student how to use to advantage the creative power acquired in Art I and how to apply it in units of work that relate to everyday teaching.

Drawing Conferences. Third Year. Mr. Reynolds.

This course is offered during the period of practice teaching under direct supervision in the Training School. It provides the opportunity for the development of lesson plans in Art and Handwork, demonstrations of practical problems, and group discussions.

Art 3. Adaptation and Application. Third Year. Mr. Reynolds.

This course acquaints the student with the aims and purposes of art courses as pursued in elementary and junior high schools, the results hoped for, and the standards by which these are to be judged. It demonstrates that the same approach used in teaching other subjects can be employed in teaching art.

It gives students as much experience as possible in utilizing other subjects and activities of the school to motivate the art lesson. Consideration of proper balance and emphasis on art interests for each grade and their relation to units of work are studied.

Art 4. Appreciation of Art. Third Year. Miss Nye.

This course aims to advance the study of line, form, design, color, and construction through art experiences related to personal, classroom, home, and civic needs. It emphasizes the aesthetic value of beauty and how it is attained: in costume, by correct choice of line and color; in the classroom by orderly arrangement on bulletin boards, well chosen metal and pottery holders, and good flower arrangements; in the home, by thoughtful choice of wall and floor coverings, window treatment, furniture and picture selection and arrangement, and choice of silver, china, and linen.

Art 5. Blockprinting. (Elective.) First Year. Miss Nye.

Various problems suggested by the life of the student, such as monograms, place and greeting cards, calendars, posters, surface patterns, and illustrations are created and then worked out in the medium of blockprinting.

Simple one color blocks are designed at first, the class progressing to a two and three color print.

Art 6. Applied Design. (Elective.) Third Year. Miss Nye.

This course offers the opportunity to create and apply original patterns to many materials in various mediums: free brush opaques and enamels on wood, tin, papier maché tiles, bowls, toys, boxes, etc.; block prints, stencils, tied and dyed and batik on paper and cloth for scarfs, wrapping paper, wall hangings, etc.

Each pattern is designed to bring out the beauty of contour of the object and the texture of the material, and to emphasize the characteristic of the mode of application.

Art 7a. History of Art. (Elective.) Fourth Year. Mr. Reynolds.

A study of the history of art aims to acquaint students with the most significant development of architecture, sculpture, painting, and the minor arts through the ages, with references to parallel historical activities.

Through reading, visits to museums, observation and discussion of pictures, and lantern slides, the continuity and variation of traditions in fine and minor arts are traced. A brief study of the environment, living conditions, and the aesthetic significance of each period (Prehistoric, Egyptian, Oriental, Greek, Roman, Renaissance, French 19th century, and Modern) and of great individuals is presented.

The student should gain a desire for further knowledge and a greater appreciation both of the fine and minor arts as an expression of the life of the people producing them. The arts at their height, in the various civilizations, are compared with modern contributions from those same districts.

Art. 7b. History of Architecture. Third or fourth year. Mr. Reynolds.

This course aims to guide the student to understand that (1) Architecture is the most useful of the fine arts and the noblest of the useful arts; (2) Architecture acts as an index of the civilization of an age or a race; (3) not all buildings can be classed as Architecture, even though they involve great outlays of money.

The course traces the origin, growth, and decline of the architectural styles which have prevailed in different lands and ages, showing how they reflect the great movements of civilization. Special consideration is given to the modern contributions and the logical possibilities of the future. A sound architectural terminology is developed.

HANDICRAFTS

Handwork has both an ethical and practical value. From the ethical side, Handwork is taught for the development of character and aesthetic sense, through appreciation of beauty, pride in fine craftsmanship, and opportunity for originality. Students are led to see that Handwork, properly taught, will also cultivate these qualities in children. Practically, it is taught for the purpose of furnishing the teacher with necessary skills.

At the beginning of each course, fundamental principles are reviewed, giving students a chance to use the knowledge previously acquired. Definite attention is given to book-binding. Later the class works together or individually upon miscellaneous problems in a wide variety of materials. The courses are essentially laboratory courses, the artistic and pedagogic principles being made plain in occasional lectures, illustrations, and readings.

Handicrafts 1. Handwork for Elementary Schools. (Elective.) Second Year. Miss Beckwith.

This course builds directly upon that of the Freshman year. The purposes of the course are to develop in the students the skills needed for the intelligent handling of the varied handwork problems of the elementary schools, and to foster cultural and personal development in the individual.

The problems for the course include construction for special occasions, and project work showing the proper handling of paper, of clay, and of weaving and Indian basketry materials. As a part of this work, applied patterns are created to fit each object, with careful consideration for its medium.

Handicrafts 2. Handwork for Junior High Schools. (Elective.) Fourth Year. Miss Beckwith.

Those advanced problems are treated in this course which are useful for work in the junior high school in connection with many types of activity; such as, history, geography, and English illustrative handwork; dramatics; science; club programs; etc. The teacher will also find them valuable and enjoyable in many personal and community projects. Current divisions of this work include artistic book-binding, masks, marionettes, modeling, weaving, and hooked rugs. Original designs are created to bring out the particular beauty of each craft.

Handicrafts 3. The Making and Care of Books. (Elective.) Fourth Year. Miss Beckwith.

While this course has especial value for the student who wishes to specialize in the care of a school library, it also will prove useful to any teacher, since all teachers have to do with the care of books. Unlike the *Handwork for Junior High Schools* course, it does not stress the artistic book-binding as an end in itself, but rather deals with the judgment and preservation of commercial books, and the practical ways of caring for clippings, etc., which are worthy of preservation for the school or library. To this end some book-binding and simple re-binding are done. Students learn how to clean and mend books properly; when a book should be mended, when bound, and when thrown away.

Students electing the advanced library work would do well to elect at least one term of this course.

Practical Arts. Woodworking. Printing. (Elective.) First Year. Mr. Kelly.

The purpose of the course is to give to the student practical experience in a number of lines of useful handwork that a teacher can direct and supervise.

Woodworking: Articles are made that are required for school use, toys, repair work on school and home equipment.

Principles of Printing: This section of the course establishes orderly procedure in practical shopwork in printing. Extensive practice is given in printing, with use of foot and power press. The work in printing offers an excellent opportunity for correlation with certain activities in other departments of the college.

MUSIC

Music 1. Elementary Theory. First Year. Miss Rand.

The aim of this course is to give the student a definite usable knowledge of music subject matter of moderate difficulty. All principles involved are to be used freely by the individual student in singing and in writing music.

The course includes a thorough study of the following: staff,—using G, F, and C clefs; scales,—major, minor, and chromatic; intervals; note and rest values; key signatures for all major and minor keys; music terms of expression and tempo. The course also includes sight singing involving the progressive application of theory; and melody writing which involves the use of the eight measure period.

This course is taught in combination with *Chorus and Music Appreciation.*

Music 2a. Chorus and Music Appreciation. First Year. Miss Rand.

This course is a combination of chorus work and music appreciation.

1. Chorus: A study is made of the voice, and various exercises are given to promote free, beautiful tones. There is chorus practice of songs of standard worth with especial emphasis on mood, rhythm, tone quality, and enunciation. Each student is given practice in conducting, and in studying the technique of choral practice which brings about the best results.

2. Appreciation: The aim is to develop one's ability to listen to music with pleasure and intelligent discrimination in order to discover the following: melody, harmony, counterpoint, rhythm, mood, style, and elementary form. A study is made of music of the great composers from Bach to Stravinsky, with emphasis on the nationality of the composer, his place in music, and his best known compositions. A study is made of the instruments of the orchestra.

This course is taught in combination with *Elementary Theory.*

Music 2b. Chorus and Appreciation. (**Elective.**) Second Year. Miss Rand.

1. Chorus: This course is a continuation of the work of the Freshman year, with more emphasis on the application to teaching.

2. Appreciation: The aim is to become familiar with available materials for teaching music appreciation to children, such as texts, piano, phonograph records, radio programs, and work books.

Plans are made for various types of lessons in Music Appreciation for the first six grades.

Music 3. Teaching Music in the Elementary Schools. Third Year. Miss Rand.

The aims of this course are as follows: (1) to inspire the student with the highest ideals of music teaching; (2) to classify and adapt to classroom use, the content of Music I (Freshman Theory); (3) to thoroughly familiarize the student with musical classroom procedure.

The course includes a study of the child voice through actual observation; a study of music methods for the first six grades by means of (1) examination of the best courses of study in selected school systems, and (2) demonstration lessons with children of the Training School.

Music 4. Music Conference on Practice Teaching. Second Year. Miss Rand.

During the time when the students are in the Training School, opportunity is given to teach music under direct supervision. A general conference is held once a week for the discussion of problems common to all, for the demonstration of lessons which have been especially successful, and for constructive criticism.

Music 5. Elementary Harmony. (**Elective.**) Third or Fourth Year. Miss Rand.

This course is for those students who wish a more thorough course in theory, and who may be interested in doing work in "Creative Music" in the grades. It consists of a thorough review of music theory; rhythmic and melodic dictation; melody writing; a study of the tonic, dominant, and subdominant triads, and the dominant seventh chord with their inversions. Some study is made of non-harmonic tones, and of simple modulation.

Music 6. Music History and Appreciation. (Elective.) Third or Fourth Year. Miss Rand.

The aim of this course is to enrich the individual life of the student by a better understanding of great musical masterpieces and their historical backgrounds. Periods of music from primitive to modern are studied.

Works such as the following are heard:

1. Symphonies of Beethoven, Brahms, Tschaikowsky, and others.
2. Scheherezade Suite.....Rimsky-Korsakow
3. Pictures at an Exhibition.....Moussorgsky
4. Les Preludes.....Liszt
5. Symphonic Poems of Strauss.

Wherever possible, notes, pictures, and other materials helpful in teaching music appreciation, are collected and arranged.

Toward the end of the course, some attention is given to junior high school music.

MATHEMATICS

The following courses are offered because a study of the science of mathematics is one of the important means through which those who are to teach may become well educated men and women. A teacher of mathematics needs to be inspired with mathematics. For his work as a teacher he needs to have strengthened certain concepts, skills, and knowledges which he already possesses; in addition, he needs to gain new concepts, wider knowledges, and deeper understanding in the field. These courses offer the best means for reaching the desired goal. For instance, for formula work trigonometry serves the purpose; for graph work, analytical geometry; for the concept of the function, calculus.

Mathematics 1. Fundamentals of Mathematics. First Year. Mr. Durgin.

Organization of the knowledge needed by teachers of Arithmetic. The course is designed to emphasize professionalized subject matter to such an extent that beginning teachers will have a wider field of knowledge, a surer conception of arithmetic, and a keener sense of values.

Mathematics 2. The Teaching of Arithmetic. Second Year. Mr. Durgin.

This course follows Mathematics 1. It is designed to coordinate the previous year's work with a knowledge of methods needed for teaching. Emphasis is placed on teaching procedure. An analysis is made of some textbooks and courses of study. Some time is devoted to problems and projects in arithmetic, to the grading of drill material, standardized and diagnostic tests.

Mathematics 3. Teaching of Mathematics in the Junior High School. (Elective.) Fourth Year. Mr. Durgin.

This course includes the methods of teaching topics in algebra, intuitive geometry, and numerical trigonometry which are given in the junior high school. How the curriculum is determined, objectives to be attained, and the place of tests, are discussed. Materials are collected to enrich the course of study.

Mathematics 4. Trigonometry. (Elective.) First Year. Mr. Durgin.

Trigonometric functions of any angle; solution of right triangles; logarithms; solution of general triangles; solution of trigonometric equations. This course is open to those students who have had a course in trigonometry as well as those who have not had such a course. Students with previous training in trigonometry will find this course profitable because of the use of practical applications, such as are found in surveying and astronomy.

Mathematics 5. College Algebra. (Elective.) Second Year. Mr. Durgin.

This course covers the following topics: quadratic equations; progressions; variation; logarithms; compound interest and annuities; binomial theorem; functions; theory of equations; permutations and combinations; probability and determinants.

Mathematics 6. Analytic Geometry. (Elective.) Third Year. Mr. Durgin.

Cartesian coordinates; loci problems; the straight line; the circle; polar coordinates; conic sections. This course is designed to enlarge, enrich and coordinate the ideas of algebra and geometry, and to promote the more effective

teaching of both subjects. Stress is laid on ability to analyze a problem logically as distinguished from ability to manipulate formulas.

Mathematics 7. Mathematical Analysis. (Elective.) Fourth Year. Mr. Durgin.

This course is designed to coordinate the ideas gained during the study of trigonometry, college algebra, and analytical geometry. In this course the student gets an elementary working knowledge of calculus.

MODERN LANGUAGES

French courses are elective, and open to those who have had three years of high school French or its equivalent. Teaching candidates in this field are required to elect all courses; opportunity to conduct the class is offered in all courses.

French 1. French for Cultural Purposes. First Year. Miss Bradford.

This course offers an opportunity to develop to the point of enjoyment the ability to read the foreign language, an ability approximating that in the mother tongue.

The aim stresses ability to grasp readily through reading thought expressed in the foreign language. It includes to a lesser degree the attainment of a reasonably fluent and accurate pronunciation for oral purposes and skill in understanding the language through the ear. It subordinates analytic grammar to the essentials of functional grammar.

The means to be employed are continuous and abundant reading of standard fourth year texts and a text on French civilization together with continuous oral-aural training in the form of summaries, reports, and discussion. Opportunity of both extensive and intensive reading is offered.

French 2. Correlated French. Second Year. Miss Bradford.

The aim of the course is to correlate French with other subjects. The means to be employed are readings in French of material drawn from the fields of art, education, psychology, philosophy, social studies, natural sciences, literary criticism, etc., with reports and accurate translation into English.

French 3. History of French Literature. Third year. Miss Bradford.

The aim of the course is to become familiar with the masterpieces of French literature from the Middle Ages to the present day and to survey the works of minor importance; to develop the student's capacity to express in correct French his opinion of the works studied with a fair degree of critical ability.

1st term: The novel. 3rd term: Short-story and other prose.
2nd term: The drama. 4th term: Poetry.

French 4. Professionalized Subject Matter. Fourth Year. Miss Bradford.

The aim of the course is to prepare teachers who possess professional knowledge and skills.

1st term. Systematic Grammar Review.

The aim is to acquire technical as well as functional knowledge of forms and syntax by means of thorough study of grammatical principles and rules together with passing of achievement tests.

2nd term. Methodology: Theory.

The course presents in historical order the varied methods of acquiring and imparting the command of modern foreign language in accord with the fundamental principles of language psychology and of pedagogy. It includes a study of the place, purpose, objectives, nature, and content of modern foreign languages, of present-day trends, texts, tests, bibliography, realia, and other classroom materials, work-books and other pupil aids, and preparation of the teacher.

The means to be employed are reading, reports, discussion, and, when possible, observation.

3rd term. Theory in Practice.

This is a course in demonstration of the most effective methods with preparation of unit and type lesson plans, making of exercises, drills and tests, preparing club or assembly programs, arranging bulletin boards, planning teaching devices and assembling material.

German 1. Rudiments of Grammar and Elementary Readings. (Elective.) First Year. Miss Bradford.

German for Beginners.

The broad aim of the course is to lead the pupil into a world of new experiences and thereby to develop in him a sense of pleasurable achievement or pride-power.

The particular aim is a progressive development of the ability to read, to write, to speak the foreign language and to understand it when spoken, with concurrent interrelation of all four skills. Attention is given to such knowledge of the grammar of the language as is demonstrated to be necessary for reading with comprehension and to lay a foundation for later acquisition of ability in all four skills. In the second semester, emphasis is placed on careful reading of easy material.

Realia and correlated reports in English on German civilization are a part of the course.

German 2. Intermediate German. (Elective.) Second Year. Miss Bradford.

The aim of the course is the progressive development of the ability to read, to write, to speak German, and to understand it when spoken.

Continuous and abundant reading of well-graded texts is the chief means by which the aim is to be reached. Aural-oral exercises, grammar review, and written composition are added means.

PHYSICAL EDUCATION

Physical Education for Women

Miss Decker and Miss Caldwell

The purpose of the department of Physical Education for women is twofold:

1. Personal—to help each student to develop (a) in general physical efficiency; (b) in the knowledge of a variety of wholesome physical activities; (c) in the highest qualities of sportsmanship and leadership; and (d) in the best health attitudes and habits.

2. Professional—to help the student to develop power in the leadership of children in physical education activities.

The total program includes: (1) class work dealing with the subject matter, principles and methods in the fields of physical education and health, including examination of the courses of study and teaching materials used in the best elementary schools; (2) practice teaching in the student's own class and in the training school; (c) the extra-curricular program conducted by the Women's Athletic Association, under the direction of student leaders, and including inter-group and inter-class contests and recreational and outing activities; (d) individual conferences and follow-up work with students needing advice as to the removal of defects or changes in habits of living; (e) guidance in individual corrective work for those having defects correctible by exercise.

Physical Education 1a. Activities. First Year.

This course offers analysis and practice of fundamental motor skills in relation to seasonal activities in sports, dancing, and individual corrective work; during the winter term emphasis is placed upon fundamental children's activities with methods of teaching in preparation for the practice teaching.

Physical Education 1b. Personal and Community Health. First Year.

A study is made of the fundamental habits of healthy living, with analysis of the simple biological and psychological factors underlying the health laws and of the personal and social implications of the health problem.

Physical Education 2a. Activities. Second Year.

This course is a continuation of *Physical Education 1a*, with increased emphasis upon improvement in individual skills, habits of co-operative play, powers of leadership, and capacities for enjoyment of activity.

Physical Education 2b. School Health Education. Second Year.

This course deals with principles and practices in the health education of children; the physiological development of children in relation to school and community environment and individual health behavior; the function of the school in health guidance in co-operation with the home and with health education authorities outside the school.

Physical Education 3a. Activities. Third Year.

This course is a continuation of *Physical Education 2a.* The teaching material is more complex in nature and varied enough to give further experience in a range of physical activities sufficiently broad to enable each student to find some form which is satisfying and challenging to her as an individual.

Physical Education 3b. Theory of Physical Education. Third Year.

This course offers a study of the fundamental principles underlying physical activity and its place in the process of education; a historical survey of this relationship in the various periods of human development; a study of the aims and objectives of the modern program in physical education in relation to contemporary educational purposes; an analysis of the values of the various types of activity such as games, sports, dancing, and stunts, in relation to the needs, interests, and abilities of children of different ages; a consideration of some of the practical problems in administering the program, with individual and group projects in planning and carrying out meets, playdays, pageants, festivals, and the like.

Physical Education 4a. Activities. (Elective.) Fourth Year.

This course provides for continued participation in some form of activity to be selected by the student herself, in accordance with her recreational interests and needs, within limits set by facilities and time schedules.

Physical Education 4b. Problems and Practice Teaching in Physical Education. (Elective.) Fourth Year.

Special teaching units are carried out in various situations as opportunities can be arranged (special work in the Training School and in Bridgewater Junior High School, assisting in freshman classes in the college, etc.); a seminar for the study of problems in physical and health education with particular application to the immediate teaching experience, and with intensive readings in connection with the particular problem selected for study by the individual student.

Physical Education for Men

The purpose is twofold:

1. Personal—(1) To provide an intelligent understanding of, and practice in, correct health habits; (2) to develop ideals of sportsmanship, team-work, and leadership.

2. Professional—To train students adequately in methods of teaching games, sports, and gymnastics, and in coaching.

Physical Education 5. Activities. First Year. Mr. Crosier.

This course consists of general gymnasium work, including marching tactics, free-arm exercises, apparatus exercise, gymnastic dancing, group contests, and games. Instruction and practice are given in soccer, basket-ball, volley ball, baseball, track work, and tennis. Athletic contests are arranged.

In connection with the activities, the theory underlying the direction of physical education in the public schools is also studied.

Physical Education 6. Problems in Teaching. Second Year. Mr. Crosier.

This course deals with the following problems: a study of methods of teaching health; the selection of schoolroom and playground activities for boys of different ages; methods of presenting activities (giving commands, organizing groups, coaching, etc.) with use of class for practice teaching.

Activities, games, and contests are continued.

Physical Education 7. School and Community Health. Third Year. Mr. Crosier.

This course deals with school and community health problems, hygiene, and first aid.

Physical activities are continued on individual and group bases.

Physical Education 8. Practice Teaching. (Elective.) Fourth Year. Mr. Crosier.

This course offers special opportunities for developing varied units of work in physical education and health; conferences for discussion of assigned readings in physical education and health, with particular application to problems arising in

the immediate teaching experiences; and teaching in several situations with supervision and guidance. Physical education is studied in relation to other subjects in the program of studies in the elementary and junior high school fields.

SCIENCE

General Statement for Biology Courses.

Biology is a complex field and as such its satisfactory interpretation demands a varied method.

Class presentations are illustrated by living material, models, charts, lantern slides, opaque projection, still and motion films, and microprojection.

The laboratory experience includes use of wide-field binocular and compound microscopes, plant and animal experiments, studies and dissections of fresh and preserved specimens, maintenance of balanced aquaria and terraria.

Field excursions make real the class and laboratory studies. Bridgewater affords an abundance of biological material. Within easy reach from the campus are woods, fields, swamps, peat bogs, and ponds. A nearby lake is a rich source of Protozoa, fresh water sponges, Planaria, Hydra, leeches, water insects, etc. Poisonous plants, lichens, mosses, liverworts, club mosses, ferns, and wild flowering plants including the parasitic dodder and the insectivorous sundew and pitcher plant are studied in their native habitats. Early morning bird trips are conducted for six to eight weeks each year during the spring migration period.

The Massachusetts State Course of Study in Elementary Science is used in the Training School. Students during their training periods have an opportunity to participate in teaching various science units, a large percentage of which are biological. Teaching suggestions and illustrative materials for these units are supplied by the biology instructor whenever possible.

Thus, by means of intrinsic subject matter and appropriate method, the courses in Biology are organized to make their contribution to the education of the teacher.

Science 1. General Biology. First Year. Miss Graves.

This is a fundamental core course in which the beginning student is introduced to the basic principles of general biological science from a unified point of view.

The scope of biology and its relation to the other sciences are presented.

Both the plant and animal kingdoms are surveyed; then the more important phases of biology are presented in so far as the time allotment for the course permits.

Science 2. Zoology. (**Elective.**) Second Year. Miss Graves.

A comprehensive view of animal biology is given by means of selected studies of the usual types representative of the great animal phyla considered in the order of their increasing complexity. Structure, functioning, adaptations, distribution, ecology, fossil records and economic importance are emphasized for the various forms.

The more familiar animal groups, i. e., fishes, amphibia, birds and mammals receive considerable attention from the standpoint of their natural history.

Important biological relationships of natural balance, symbiosis, parasitism, communalism, commensalism, etc., find abundant illustration in the course.

Science 3. Botany. (**Elective.**) Third Year. Miss Graves.

This is a survey of the fundamental facts and principles of plant life. The structure and functioning of the higher plants are studied. The principal families of the flowering plants are reviewed and practice in identifying common species of both woody and herbaceous forms is given.

Representatives of the great groups of the plant kingdom are found in the surrounding field and examined in the laboratory.

Topics such as, methods of plant breeding, nature and control of plant diseases, plant communities and successions, climatic plant formations and the vegetation of the continents, economic plants and plant industries, furnish material for directed studies.

Science 4. Advanced Biology. (**Elective.**) Fourth Year. Miss Graves.

Some of the major units that support the central thesis that all human progress is a biological phenomenon are as follows: a survey of the human body; human nutrition; bacteria, sanitation, and communicable disease; heredity and environ-

ment; genetics and eugenics; evolution; man from the farthest past; man's use of biological discoveries and inventions; scientific mindedness in adjusting to life.

Science 5. Gardening and Civic Biology. (Elective.) First Year. Mr. Stearns.

The purpose of this course is threefold: (1) to furnish teachers with sufficient knowledge, skill, and experience so that they can take part in school and community gardening activities, (2) to give adequate knowledge for, and the real desire to co-operate in, the problems of nature study and science that arise in school and community life, (3) to introduce students to an activity that may prove to be of much personal and professional value and satisfaction throughout their lives.

The course deals with such matters as the following: (1) reforestation; flood prevention; fire prevention; bird protection; wild-flower preservation and planting; insect extermination; eradication of such community pests as the rat, Gypsy moth, Dutch elm disease, white pine blister rust, Japanese beetle; (2) preparation of the soil; common garden plants, both flowers and vegetables, and how they are propagated; proper arrangement and cultivation of plots; planting and care of seed indoors and out; enemies, insect and fungus, with their remedies; fertilization of flowers; the potting and subsequent care of house plants; plants suitable for street and home grounds, and their planting; the making of lawns; tree and shrub planting; grafting and budding of apple and other trees.

Science 6. Elementary School Science for Teachers. Second Year. Mr. Stearns.

This course furnishes the background of simple scientific knowledge necessary for teachers who are expected to follow the Massachusetts State Course in Science for Elementary Grades.

The course includes a study of the following:

WILD FLOWERS: habitat, identification, value, propagation, proper method of picking.

BIRDS: identification, migration, nesting habits, food, economic value; advice about making bird houses, bird-baths, bird traps.

TREES: a study of our common trees for identification purposes; study and comparison of the value of trees for street, home-grounds, or forestry planting.

CULTIVATED FLOWERS: a working knowledge of the common cultivated flowers; various methods of propagation; preparation of the ground, care of plants; knowledge of pests and their control; planning of a vegetable or flower garden; methods of producing new kinds.

INSECTS: study of insects, including flies, mosquitoes, ants, bees, and others, and the controls.

SOIL: formation of soil; improvement; crops suited to certain soils; common rocks, minerals, and building stones.

NATURE TRAILS: help in laying out trails, of wild-flowers, trees, shrubs, and vines.

SKY: location of prominent heavenly bodies; planets, stars, and meteors; sun and moon.

ELECTRICITY: magnets; electric batteries; simple applications.

MISCELLANEOUS: water supply; thermometer; oxidation; fire-making, etc.

Science 7. Chemistry. (Elective.) First Year. Mr. Shaw.

The course offers a thorough laboratory study, on college level, of solutions and colloids; chemical precipitation; methods of purifying substances; elements, compounds, and mixtures; chemistry of air and its ingredients; chemistry of water and tests for common impurities; chemistry of combustion and study of fuels; common acids and detection of anions; metals and identification of cations.

The work is carried on by means of regular laboratory technique, scientific method, and promotion of understanding and clear concise expression by diagrams, equations, statements.

Science 8. Advanced Chemistry. (Elective.) Third Year. Mr. Shaw.

This course gives preparation for teaching general science and high school chemistry. Qualitative chemical analysis: 20 cations, 12 anions, 12 complete analyses. Individual laboratory work. The students learn how to organize

chemical facts or definite purposes, gain insight into chemical processes, and acquire laboratory technique. Chemical theory one hour a week. Opportunity is offered to elect work in water analysis, milk inspection, food inspection, and mineral analysis.

Science 9. Physical Science 1. Second Year. Mr. Shaw.

Laboratory experiments, discussions, reports, diagrams, symbols and equations, problems, and applications to natural phenomena and to industries. Appreciation of the scientific method and practice in using it.

Teaching units include reciprocal and causal relations between chemical change and heat, light, cohesion, electricity; how to start, accelerate, retard, stop chemical action; elements, compounds, and mixtures; the known laws of chemical change; acids, bases, salts, anhydrids. Air: pumps, siphons, air brakes, sand blast, drills. Water: physical and chemical properties that explain many common phenomena; solutions and colloids. Fuels: characteristics of a good fuel; starting, controlling, and extinguishing fires. Metals and non-metals: study of iron, zinc, copper, lead, tin, mercury, silver, sodium, potassium; sulfur, bromine, chlorine, iodine.

Science 10. Physical Science 2. (**Elective.**) Third Year. Mr. Shaw.

The following topics are treated in this course. Laboratory and field study of eruptive, sedimentary, and metamorphic rocks, the earth, solar family, galaxies. Form and gross structure of the earth. The lands as affected by interior and surface forces; isostacy. Mechanical and chemical work of the air on the lands; soils. Ground water in relation to our water supply, caves, geodes, and mineral veins. Rivers: location, life history, peneplains. Glaciers and effects in North America of past glaciers. Shore lines of elevation and of subsidence. Volcanoes, earthquakes, faults. Lakes: origin, distribution, changes, uses. Mountains: origin, classes, ages, uses. How man can make better and more adequate use of the earth and how he may know whether the changes he makes in the lands (canals, dikes, drainage and irrigation projects, etc.) are improvements on nature or injurious to the earth's inhabitants.

Science 11. General Science. (**Elective.**) Fourth Year. Mr. Shaw.

In this course the following topics are covered: objectives in junior high science; scientific methods illustrated, used, and discussed; study of a series of suitable lesson units; home projects; comparison of current text books; sources of illustrative material. Field trips, note-books, lesson plans. Observation in nearby schools.

Science 12. Geology. (**Elective.**) Fourth Year. Mr. Shaw.

Geology uses, correlates, and extends the knowledge and skill gained in the prerequisite subjects and adds its own significant content.

Both physical and historical geology are studied. The work is carried on by means of lectures, illustrative material, reading, field trips, and individual research.

A thesis is required from every student on such subjects as The Canadian Shield, Geosynclines and the Geological Record, Amnonoids and Extinction, Evolution of Fishes, etc.

Upon field trips, specimens are collected and studied. In addition, the large collection of rocks, fossils, and minerals, property of the laboratory, furnishes teaching material for the course.

Base maps, graphs, charts, diagrams, lantern slides, and pictures are used throughout the year.

SOCIAL SCIENCE

Geography 1. Principles of Geography. First Year. Mr. Huffington.

This course aims to develop a knowledge of the principles of geography important in understanding how people are constantly making adjustments to their environment in an effort to solve their material needs, their occupational needs, and their higher needs. It also aims to develop a knowledge of the "geographic viewpoint" for use in the teaching of geography, together with enough knowledge of world environments to enable one to analyze geographic problems from any part of the world.

The content of this course is a study of the so-called "reciprocal relationships" existing between man and the following phases of his environment: land forms,

water bodies, soils and minerals, location and climate, as worked out through a study of typical world situations illustrating these phases of the geographic environment.

Geography 2a. Regional Geography (West). (Elective.) Third Year. Mr. Huffington.

This course aims to contribute toward an understanding of social, economic, and political problems from selected, western hemisphere regions. It also aims to present a "regional personality" of the respective regions through a scientific consideration of the resources within the area, their utilization by man, and possibilities for further utilization.

Representative natural regions studied are the following: (1) The New England–Canadian Maritime Region; (2) The Atlantic Coastal Plain; (3) The Gulf Coastal Plain; (4) The Corn Belt; (5) The Great Valley of California; (6) The Columbia Plateau; (7) The Amazon Valley; (8) The Peruvian Coastal Desert; (9) The Andean Highlands; (10) Mediterranean Chile; (11) The Brazilian Highlands; and (12) The Pampas.

Geography 2b. Regional Geography (East). (Elective.) Third Year. Mr. Huffington.

The viewpoint stated in Regional Geography (West) is also used in the study of the eastern hemisphere.

Representative natural regions studied are the following:

Europe: (1) Northwestern Highlands, (2) Northern Plains, (3) Interior Plains, (4) Southern Complex;

Asia: (1) The Delta Plains of China, (2) The Indo-Gangetic Plains;

Africa: (1) The Nile Valley, (2) The Sudan, (3) The Gold Coast, (4) South Africa.

Geography 3. Climatology. (Elective.) Fourth Year. Mr. Huffington.

This course develops, first, an understanding of the meteorological elements that are important in the make-up of weather; second, an understanding of world climatic types through an application of the principles of meteorology to a study of world climate and man's characteristics and dominant activities in selected world regions.

The content of this course consists of a study of pressure, winds, temperature, clouds, precipitation, cyclonic storms, anti-cyclones, special meteorological disturbances and a study of local weather. Also there is an analysis of the world distribution of the climatic elements. A term paper is required.

Geography 4. Anthropo-geography. (Elective.) Fourth Year. Mr. Huffington.

This course aims to develop, first, some of the basic anthropo-geographic principles, and second, to give opportunity for application of these principles to a study of selected problems from American History.

The content of the first half of this course consists of an analysis of (1) the operation of geographic factors in history, (2) classes of geographic influences, (3) society and state in relation to land, (4) movements of people in their geographic significance, (5) the influence of selected geographic factors upon man's psychical make-up, and upon man's social and economic efforts.

The second half of this course includes a study of such problems as (1) the geographic influence of the Appalachian barrier upon colonial history, (2) the "westward movement" in relation to the physiographic features of the Appalachian system, (3) the geography of the Atlantic coast in its relation to the development of American sea power, (4) a study of immigration in relation to its geographic distribution, (5) sectionalism as influenced by geographic factors, etc.

A term paper is required which necessitates some research in the application of anthropo-geographic principles to a study of some current political or historical event.

Geography 5. Economic Geography. (Elective.) Fourth Year. Mr. Huffington.

This course presents a world survey of (1) the production of the principal basic commodities, (2) the distribution of the principal industries, and (3) the factors

governing world trade. Emphasis is placed upon a study of current problems selected from the above phases of Economic Geography.

The content of the course consists of an analysis of the factors, especially critical environmental factors, affecting the production and distribution of (1) the world's chief agricultural products, (2) the world's products from mines, (3) the world's principal manufacturing industries and (4) the world's trade.

History 1. History of Civilization. First Year. Dr. Arnold.

The course begins with the observation of contemporary civilization to note its most obvious characteristics; search is made for the forces which constitute the driving powers in civilization, and for criteria for judging it. The course serves as an orientation to other social science courses as well as a preparation for more effective living.

A survey is made of the following topics: the first steps in human progress; Oriental culture; Greek, Roman, and Teutonic life; the medieval period; the Renaissance and Reformation; the expansion of Europe; recent economic, social, and political trends. The main contributions of each period to the stream of culture are pointed out and interpreted.

In dealing with recent developments, emphasis is placed on standards of living, purchasing power, governmental regulation, the family, the school, recreational institutions, the state, and the social aspects of disease, crime, urban life, and international relationships.

History 2. Ancient and Medieval History. (**Elective.**) Second Year. Miss Smith.

A survey of human progress from earliest times to about 1600 A.D. This course also includes a study of objectives, source material, outlining for study purposes, the examination of work-books, and the presentation of different forms of class-room lessons. Students are offered the opportunity to conduct the class in problem solving, projects, etc.

History 3. Modern European History. (**Elective.**) Third Year. Miss Smith.

A background study of the political, social, and economic movements in Europe since 1915. The course also includes ways and means of teaching the subject matter. The application and value of such phases of teaching as assignment, review lessons, supervised study, etc., are discussed. An opportunity for student participation in teaching is offered.

History 4a. American History for Elementary Teachers. Third Year. Miss Smith.

This course covers the entire range of American history, stressing the important facts in their relation to the development of the American people. In addition, it offers training in good teaching procedures in history, and acquaintance with texts and workbooks in the elementary school field.

History 4b. American History. (**Elective.**) Fourth Year. Miss Smith.

This course is designed to give a complete review of American history to those students expecting to teach the subject. Beginning with the unit "Setting the Stage for Columbus," the study continues through the history of our country to the present day.

A teaching plan of the year's work such as would be suitable for use in junior or senior high schools is worked out by the students. The units are organized, and a study of the make-up of each is determined. An opportunity to give exploration, presentation, organization, and recitation lessons is afforded. Students plan and teach certain topics. Outlines, textbooks, workbooks, and bibliographies are evaluated.

Sociology 1. Principles of Sociology. Second Year. Dr. Arnold.

The course is designed to give a better understanding of contemporary society, and to lay a foundation for dealing more successfully with social progress and the problems arising out of attempts to achieve it.

The nature of social data and the methods of studying them are dealt with briefly.

Types of personalities are analyzed. The process of building personality by the use of culture and social contacts is studied. Depth and breadth of personality

are considered. The make-up, growth, and selection of population, and the origin of society are dealt with. A more extensive study is made of conflict, adaptability, co-operation, organization, equalization of opportunity, socialization, social control, liberation, commercialization, and professionalization. The process of reshaping society, the nature of social standards, and the problem of balancing the various social factors are included.

Sociology 2. Advanced Sociology. Fourth Year. Dr. Arnold.

The theme of the course is social progress.

A brief survey is made of some theories of progress and the systems of several sociologists.

Lists of conditions favorable and unfavorable to progress are made. Exceptional individuals, ideals, public opinion, the environment, heredity and eugenics, political prerequisites, economic prerequisites, the family, internationalism, and morality are studied in relation to social progress.

The following problems are included: public health, immigration and internal migration, race, social aspects of physical and mental defectiveness, poverty, juvenile delinquency, criminology, industrial relations, social planning, and social reform. Students are urged to formulate an effective policy for dealing with each problem.

Much research is required as a foundation for understanding data and organizing them for teaching.

Civics. Civic Education. Third Year. Dr. Arnold.

The course deals with the development of the state and government, the function of modern government, and the division of function in the United States. It also includes a study of auxiliary controls, such as chambers of commerce and civic leagues, which play an important part in civic life.

The organization of local, state, and federal governments, and types of government activities—legislative, executive, and judicial—are studied.

The nature of political life and of citizenship are emphasized. The question of improving the quality of government receives much attention.

An attempt is made to select personal characteristics most essential to effective citizenship and to suggest means of developing them.

Material suitable for teaching citizenship in the elementary grades is selected, and, to some extent, organized.

Economics. Principles of Economics. Third Year. Dr. Arnold.

A brief survey is made of the economic development of the United States, the consumption of wealth, the nature of value, and prices. The factors of production—land, labor, capital, and business organization—are considered; also the return to these—rent, wages, interest, profits.

The greater part of the course deals with economic problems, including money, credit, banking, foreign exchange, the tariff, transportation, monopoly, trusts, the labor movement, social insurance, public finance, economic reform, and economic planning.

The course is designed to give insight into our present economic life and to prepare students to teach that part of the community civics course and problems of the democracy course which lies in the field of economics.

REGISTER OF STUDENTS

1934–1935

Candidates for Three-Year Diploma

1935

Bumpus, Ruth Vannah	Brockton
Collier, Catherine Louise	Foxborough
Cruice, Anna Marie	Brockton
Deighton, Gertrude Elizabeth	Brockton
Gunderson, Thelma Harriet	Wollaston
Hall, Harriet	Concord
Keating, Florence Ellen	Brockton
Kennedy, Phyllis Ione	Lakeville
Kosmaler, Arline Constance	Webster
Mapp, Zylpha Odyselle	Avon
Marentz, Isabelle	Quincy
Mattos, Gladys Gertrude	East Taunton
Nash, Constance Elizabeth	South Weymouth
Noyes, Ruth Arline	Groveland
Ordway, Alice Nancy	Groveland
Reynolds, Ernestine Walker	Northampton
Rittershaus, Barbara Josephine	Hingham
Santos, Mary Adelaide	Provincetown
Sawyer, Althea Peene	Atlantic
Scribner, Annah Collins	Belmont
Smolski, Annie Vera	Norwood
Stein, Sadye	Quincy
Wasserman, Elizabeth	Taunton
Woodward, Dorothy Eleanor	Augusta, Maine

1936

Beaton, Elmira Delano	West Wareham
Bell, Carolyn Chapin	Worcester
Branley, Katherine Doremer	South Braintree
Chase, Virginia Blanche	Bourne
Cochrane, Virginia Treadwell	Wollaston
Gaffney, Ruth Hilda	Taunton
Hall, Eleanor Williams	Fall River
Howland, Marjorie Ella	Elmwood
Lindberg, Carolyn Frances	Bourne
MacCombie, Evelyn Faris	Stoughton
Pease, Reta Arlene	Amherst
Stevens, Charlotte	Canton
Stone, Bella	Quincy
Sylvia, Pauline Ruth	Falmouth
Tupper, Eleanor Winifred	Abington
Warner, Ella Eunice	Weymouth

1937

Adsit, Elsie Ernestine[1]	Middleborough
Bromley, Marie Elizabeth	Bridgewater
Gavitt, Katherine Elizabeth	Williamstown
Gould, Marion Effie	West Wareham
Jenkins, Isabel Aldana	Falmouth
Kirby, Dorothy Jean	Fall River
Lipman, Dorothy	New Bedford
Morgan, Phyllis Evelyn	Springfield
Moulson, Dorcas Elisabeth	Ware
Polsey, Barbara Sture	Attleboro
Raymond, Elisabeth Jean	West Bridgewater
Russell, Marjory Floyd	East Bridgewater

[1] Present part of first semester.

Candidates for Degree of Bachelor of Science in Education

1935

Adamowska, Mary Anne	New Bedford
Allen, Edward Knight, Jr.[1] (Worc. Tech.)	Springfield
Amoroso, Conceda Carmel	Quincy
Amsden, Madeleine Elizabeth	Brookfield
Anderson, Ruth Perry	Middleborough
Baldwin, Doris Estelle	Middleborough
Bates, John Sayward	Somerset
Bearce, Dorothy Wardwell	East Weymouth
Behan, Marian Josephine	Holbrook
Bingle, Veronica Dorothy	West Lynn
Brewer, Harold Henry	Great Barrington
Buelow, Mae Christabelle	Furnace
Burrill, Florence Dunham	Bridgewater
Burrill, Frances Watson	Bridgewater
Callahan, Charles Edward	Abington
Campbell, Mary Garvey	Bridgewater
Carroll, Jane Hathaway	Bridgewater
Carter, Arlene Wright	Quincy
Castle, James Kenneth	Boston
Champagne, Francis Cyprien	Taunton
Chestna, Anne Margaret	Bridgewater
Cochrane, Virginia	Quincy
Cook, Claire Agnes	Brockton
Cook, Raymond Freeman	Sagamore
Coombs, Kenneth Carlton	Nantucket
Cushman, Marion Eaton	Bridgewater
Cushman, Mildred Murray	Bridgewater
Deans, Mary Ellen	Plymouth
Delaney, Edna Mae (Gorham)	New Bedford
DiBartholomeo, Mary	Quincy
Doherty, Teresa Edith	Taunton
Dupuis, Ellen Agnes	Holland
Ellis, Bertha Lois	Chelmsford Center
Feindel, Caroline Tuck	Wakefield
Flynn, Mary Rita	Fall River
Foley, Alma Elizabeth	Fall River
Forrest, Mildred Mary	Randolph
Fuller, Olive Harriet	Brockton
Giberti, Florence Costa	Middleborough
Gilligan, Ellen	Middleborough
Gleason, Dorothy Claire	New Bedford
Grant, Grace Anne	Wakefield
Gregory, Samuel Francis	Avon
Guilmartin, Alice Josephine	Quincy
Hancock, Robert Augustine	Franklin
Harlow, Wilmar Couzens	West Bridgewater
Haselgard, Eva Davis	Gloucester
Haslett, Thelma Louise	Abington
Higgins, George Edward	Chelsea
Hill, Paul DuBertrand	Burlington
Hirtle, Esther Marion	Wollaston
Hofferty, Kathleen Marie	Quincy
Holbrook, Esther Elizabeth	Whitman
Holmes, Eleanor Margaret	Whitman
Hosford, Olive May	Amesbury
Hultstrom, Harriett Martha	Norwood
Hunt, Stanley Lloyd (Brown)	Bridgewater

[1] Present part of first semester.

Jacobs, Grace Angelia	Rockland
Jacobsen, George Haugsted	Avon
Jones, George Alfred	Braintree
Joseph, Bertha Catherine	Brockton
Kelleher, Arlene Agnes	Haverhill
Kelleher, Charles Clement	Brockton
Kelly, Marie Catherine	Norwood
Kidd, Bessie Irene	Lynn
Kiernan, Owen Burns	Randolph
Kitson, Demetra	Haverhill
LaGreca, Enes Sarah	Taunton
Lane, Elinor Stanwood	Gloucester
Lawton, Ruth Mary	No. Westport
Lema, Alice	Plymouth
Leppala, Esther Aina	West Quincy
Linehan, Helen Rita	Bradford
Lloyd, Eileen Winnifred	Fairhaven
Lothrop, Marietta Elva	West Bridgewater
Mahoney, Harold Joseph	North Abington
Mannion, Ruth Elizabeth	Everett
Martin, Christine Margaret	Mansfield
Maynard, Elizabeth Marie	Greenfield
McCann, Dorothy Helen	Chelsea
McGinn, Helen Josephine	Lynn
McLaughlin, Hugh Willard (B.U.)	Brockton
McLaughlin, Mary Elizabeth	Randolph
Meyers, David	Dorchester
Morris, George Edward, Jr.	Fall River
Murphy, Kenneth Francis	Marthas Vineyard
Olson, Harold Gunnar (Harvard)	Campello
Orlosky, Joseph John (B.C.)	North Abington
Paquin, Cheridah Adelaide	Middleborough
Parmenter, Jeannette Wells	Eastondale
Pebler, Elizabeth Theresa	Wollaston
Perkins, Cecilia	Franklin
Perry, Rose	Taunton
Pilote, Dorothea Alice	Whitman
Portmore, Harriet Hemenway	Wellesley
Pray, Myrtle Elizabeth	Weymouth
Prescott, Hazel Sabra	Carlisle
Renzi, Beatrice Elder	Beverly
Richter, Charles Oscar (Bates)	Kingston
Roberts, Mary Elizabeth	Provincetown
Rose, Carleton Frederick	Plymouth
Ross, Donald Elmo	Braintree
Royster, Edna Roberta	Brockton
Ryan, Mary	Plymouth
Ryder, Phyllis Marie	Stoughton
Savage, Alice Adele	Quincy
Scott, Marion Amy	Reading
Shea, Ellen Marie	East Bridgewater
Shea, Mary Fielding	South Groveland
Smith, Celia Humphrey	Middleborough
Smith, Hazel Evangeline	Weymouth
Smith, Lemira Campbell	Middleborough
Smith, Marie Elisabeth (Hyannis)	Brockton
Souza, Alice Rita	Middleborough
Sullivan, Esther Marion	Medford
Sullivan, Ruth	Bradford
Tripp, Anna Louise	North Westport
Tripp, Audrey Louise	Westport

Tutty, Isabel	North Weymouth
Van Campen, Ruth	Taunton
Ward, Esther Marian (Brown)	Plymouth
Welch, Donald Thomas	Middleborough
Yeaton, Audrey Elizabeth (Brown)	Bridgewater

1936

Albret, Barbara Helen	Milton
Anderson, Elsie Ranghild Ingegard	East Bridgewater
Appleford, Eleanor Wood	Whitman
Athan, Agnes	New Bedford
Baptiste, Herman Couto	New Bedford
Barrows, John Francis	East Braintree
Barsky, Belle	Roxbury
Bearse, Dorothy Swift	Cotuit
Blair, Clarence Newton	South Braintree
Bradbury, Wilfred Kingston	Fall River
Carr, Alice Miriam	Revere
Casey, Paul Benedict	Rockland
Cassidy, Rita Helen	Cambridge
Chiros, Marguerite Marie	Whitman
Collins, Marie Elizabeth	Quincy
Coulter, Carol Lydia	Brookville
Cronin, Ruth Marjorie	Pittsfield
Crowdis, Hazel Mary	Wollaston
Cushing, Rita Margaret	Pittsfield
Cusick, Elizabeth Anne	Brookline
Dacey, Isabell Rose	East Weymouth
Davis, Ruth Margaret	Quincy
Dean, Natalie Pierce	Waltham
DeLory, Norma Josephine	Rockland
Dillon, Florence Sarah	South Weymouth
Drinkwater, Anna Loretta	Taunton
Edson, Dorothy Lincoln	North Adams
Esau, Phyllis	East Milton
Eyre, Muriel Lillian	Fall River
Farr, Carol Virginia	Granby
Faunce, Rebecca Burton	North Abington
Flaherty, Ruth Edna	Lynn
Freeman, Mary Ann	Whitman
French, Gertrude Virginia	Stoneham
Gaynor, Veronica Katherine	Randolph
Gilliatt, Margaret Elva	Wellfleet
Gilmartin, Catherine Elizabeth	North Quincy
Golding, Charlotte Rose	Campello
Graham, Catherine Darling	Whitinsville
Greenwood, Barbara Louise	Whitinsville
Griffiths, Carol Winifred	Foxborough
Halloran, Alice Eleanor	Lawrence
Halzel, Lawrence	Mattapan
Hayden, Edith	Quincy
Heyworth, Pearl Beaumont	Fall River
Hollenbeck, Marjorie Spray	Onset
Houde, Anna Marie	Brockton
Jennings, Ella	Wareham
Johnson, Adelaide Walborg	North Easton
Johnson, Elsa Dorothy	Attleboro
Johnson, Everett Albert	Avon
Johnson, Katherine Louise	Attleboro
Jones, Frances Doris	Fall River
Kelleher, Doris Constance	Haverhill

Kelly, Daniel	Fall River
Killory, Helen Cecilia	Brockton
Kovalchuk, Helen	Rockland
Lafaver, Evelyn Frances	Haverhill
Lane, Rachel Jackson	Amesbury
Larson, Alice Emily	Attleboro
LeBourdais, Marie Martha	North Abington
Leino, Ida	Sagamore
Leonard, Helen Louise	Taunton
Lovett, Stephen	Bridgewater
Ludden, Bernice Dean	Abington
Lynch, Clement	Bridgewater
Mahady, Marguerite Elizabeth	Rockland
McGovern, Helen Catherine	North Abington
McInnes, Joseph Russell, Jr.	Roxbury
McKee, Anna Catherine	Hingham
Medeiros, Mary Elizabeth	Taunton
Michelson, Thomas Lars	Sandwich
Moitoza, Evelyn Mary	Taunton
Moore, Muriel Louise	Stoneham
Moran, Francis Michael	Holbrook
Morrison, Gordon James	Brockton
Moura, Eliza Claire	New Bedford
Murray, Mary Magdalen	Fall River
Murrill, Alice Irene	Rockland
Nay, Marshall Wren	Abington
Nickerson, Raymond Otis	Orleans
Nolan, John Edward	Somerset
Norton, Dorothy Elizabeth	Pittsfield
Nugent, William Anthony	Fall River
Olenick, Paul Francis	Brockton
Osborne, Mary Elizabeth	Rockland
Pentikainen, Sylvia Anne	Carver
Perkins, Eunice Noyes	Newburyport
Prario, Virginia Staples	Marshfield Hills
Pratt, Florence Caroline	Whitman
Quigley, Florence Elizabeth	Taunton
Reilly, Catherine Mary	Rockland
Richwagen, Ellen Eugenia	Needham
Riley, Samuel George	Taunton
Ross, Kathryn Muriel	Gloucester
Rounseville, Howard Wayne	Attleboro
Russell, Helen Isabel	Quincy
Salo, Tyyne Mary	Peabody
Savage, Margaret Dorothy	Quincy
Sawyer, Rita Irma	Taunton
Schmalz, Barbara Josephine	East Dedham
Sellers, Florence Arnold	Middleborough
Shatz, Frances	Quincy
Smith, Barbara	Gloucester
Smith, Marjorie Elsie	Rockland
Sturtevant, Josephine Frances	East Weymouth
Surinski, Anne	Bridgewater
Szematowicz, Joseph Peter	North Abington
Taitz, Emanuel	Roxbury
Thorley, Esther Harriet	West Hanover
Tierney, Mary Elizabeth	Worcester
True, John Edward	Southbridge
Turner, Dorothy Sutherland	State Farm
Turner, Ruth Dixon	Melrose
Walsh, Isabelle Delia	Brockton

Whitcomb, Charles Lincoln	Merrimacport
Whitty, Evelyn Frances	Middleborough
Wolfson, Thelma Helene	Chicopee Falls

1937

Agnetta, Frederic Nickolas	Dorchester
Allen, Elizabeth van de Sande	Wellesley
Alpert, Leo	Roxbury
Anderson, Anna	West Bridgewater
Baenziger, Shirley Rugg	Abington
Bartell, Madeline Elizabeth	Norwood
Bartley, Mary Frances	Sandwich
Beaton, Nellie Grace	South Weymouth
Beck, Thelma Howard	New Bedford
Blanchfield, Alice Joanne	Easthampton
Bodwell, Verne Elwood	Bridgewater
Bowles, Edward Robert	Rockland
Bradford, Richard Edward	Kingston
Brough, Frances Isabel	Fall River
Brown, Avis Arlene	Amesbury
Buckley, Margaret Mary	Brockton
Butterfield, Marjorie Irene	Lowell
Calen, Ruth Louise	South Weymouth
Callery, Margaret Anne	Bridgewater
Candy, Marjorie Ruth	South Weymouth
Cashin, Shirley Alice	Brockton
Cassels, Helen Margaret	North Attleboro
Cassidy, Marjorie Jackson	Plymouth
Chambers, Marion Charlotte	Wollaston
Cleary, Lillian May	East Braintree
Clifford, Joseph Nelson	Quincy
Cobb, Marjorie Bradford	Brockton
Colby, Phyllis	Merrimac
Collins, Louise Eudora	New Bedford
Conley, Elizabeth Catherine	East Taunton
Conley, Louise Agnes	Whitman
Connell, Emma Madeline	East Weymouth
Cosgrove, Edmund Gail	Lynn
Dacko, Helen Claire	Chelsea
Donahue, Katherine Marie	Somerset
Donahue, Mary Elizabeth	Taunton
Ehrhardt, Theodore Herman	Whitman
Eldridge, Louise	West Somerville
Farley, Rita Elizabeth	Pittsfield
Ferguson, Florence Mary	Rockland
Fiske, Edith Jessie	Greenfield
French, Dorothy Elizabeth	Melrose
Fuller, Marion Coombs	Wollaston
Gallipeau, Marion	Mansfield
Gillis, Florence Mabel	Brockton
Gilmore, Dorothea Theresa	New Bedford
Godsill, Catherine Mary	Brockton
Goodell, Winifred Leona	Dighton
Graham, Emma Mildred	Attleboro
Grant, Mary Eileen	Fall River
Gricius, Prakseda Lucy	Bridgewater
Hall, Dorothy Louise	Whitman
Hatchfield, Muriel Pauline	North Easton
Hayden, Christie Corinne	Brookville
Hill, Virginia Ethelyn	Beverly
Hinckley, James Francis	North Abington

Holmes, Daniel Luther	Bridgewater
Horton, James Murray	Taunton
Houghton, Dorothea Ruth	Avon
Jackson, Robert Copeland	Brockton
James, Edith Virginia	Hingham
Jarusik, Helen	New Bedford
Julin, John Axel	Lexington
Kavanaugh, Catherine Lucille	Brockton
Kelleher, Virginia Rose	Winthrop
Kelly, Helen Marie	Holbrook
Kimball, Beatrice May	Brockton
Kurtzman, Rose	Quincy
LaBelle, Quentin Victor	Avon
Lane, Agnes Helene	Natick
Leonard, George Melvin	Abington
Levow, Esther Anna	New Bedford
Long, Girard Joseph	Brockton
Lucey, Virginia	Brockton
Lupica, Marion Rose	Brockton
MacDonnell, Jane Rita	North Weymouth
Macy, Bernigolde	Fall River
Manter, Barbara Holmes	Taunton
Martini, Olga	Somerville
McDougall, Irving Alexander	Roxbury
McNamara, Josephine Frances	Taunton
Medvetz, Charles Frederic	Abington
Metcalf, Ruth Elizabeth	Bridgewater
Moye, Ralph Ellis	Raynham
Nardozzi, Lena Mafalda	Stoughton
Nelson, Mary Elizabeth	West Bridgewater
Newbury, Thomas William	Fall River
O'Sullivan, Nona Ruth	Randolph
Palmisano, Anna Marie	Quincy
Parsons, Gordon Tereday	New Bedford
Partridge, James Aloysius	Fall River
Pearson, Helen Dorothy	Middleborough
Peebles, James Morris	Monument Beach
Penley, Frances Gould	Bridgewater
Pitcher, Damon Willard	Brockton
Place, Jessie May	Middleborough
Plaza, Jennie Anne	New Bedford
Puro, Alli Marion	Quincy
Quinn, Wilma Anna	Holyoke
Randall, Marie	Whitman
Regan, William Alexander	North Easton
Rigby, Joan Eleanor	Quincy
Robak, Laura Helen	New Bedford
Roberts, Phyllis	Arlington
Robertson, Helen MacGregor	Norwood
Robinson, Harriet Elizabeth	Littleton
Schapelle, Donald Thomas	Rockland
Shaff, Anna Edith	Taunton
Shaw, Marion Ruth	Brockton
Sisson, Eleanor Marshall	New Bedford
Smith, Jeanette Woodbury	Brockton
Spanick, Wanda Rosalie	Pottersville
Stetson, Thomas Leslie	East Weymouth
Stewart, Ralph Boyd	Weymouth
Sullivan, Cornelia Arlene	South Braintree
Swartz, Philip	Roxbury
Thompson, Doris	Bedford

Tysver, Beulah Ione	Gloucester
vonBergen, Marie Hulda	Wollaston
Westerling, Thelma Theresia	Quincy
Westgate, Lawrence Bradford	Rock
Weygand, Alma Louise	Taunton
Whitney, Marjorie	Norwood
Wilber, Philip Weston	Middleboro
Wilbur, Bernice Marie	Randolph
Zeoli, Richard Francis	East Weymouth

1938

Barton, Beatrice Irene	Wollaston
Bazinet, Ernest Napoleon	Dudley
Bell, Dorothy Franklin	Brockton
Bickford, Emma Jane	Bridgewater
Biller, Milton	Quincy
Blake, Eleanor Frances	Fall River
Borgatti, Magda Barbara	Bridgewater
Boutchie, Helen Virginia	Essex
Bump, Benjamin James	Middleborough
Burgess, Helen Hope[1]	Raynham
Cadwell, Emma Elizabeth	Kingston
Campbell, Eleanor Cavanaugh	Bridgewater
Carlson, Margaret Laimi	Middleborough
Carroll, Rita	Taunton
Casey, Paul Vincent	North Abington
Chadwick, Alice Virginia	West Bridgewater
Chase, Dorothy	East Orleans
Chassey, Viola Edith	Bridgewater
Chicetti, Joseph Anthony	Framingham
Cleary, Marjorie Edith	Wollaston
Cleaves, Barbara Ruth	North Weymouth
Clegg, Elizabeth Anthony	Seekonk
Cohen, Leo Henry	Roxbury
Connell, Mary Alice	East Weymouth
Cooke, Margaret Winifred	Fall River
Costello, Margaret Ellen	Quincy
Courant, Genevieve Angelica	Gloucester
Cowgill, Ethel May	Onset
Creney, Eileen Katherine	Brockton
Crowell, Geraldine Claire	Rockland
Cushman, Dorothy Roe	Bridgewater
Cushman, Milo Emerson, Jr.	Westfield
Deane, Margaret Jessie	Bridgewater
Dennison, Doris Roberta	Quincy
Dillon, Elaine Marie	Chicopee Falls
Dix, Elizabeth Laila	Brockton
Donahoe, Mary Rita	Weymouth
Donovan, Rita Frances	North Weymouth
Dutton, Shirley Mae	Plymouth
Dwyer, Richard Bernard	Huntington
Flaherty, Kathryn Edith	Lynn
Fleish, Sylvia	Acushnet
Foley, Grace Ellen	Randolph
Francis, Marilyn Ellen	Chelsea
Gardner, Claire Avis	Bridgewater
Gaudette, Wilder Ayling	Norwell
Gauszis, Mary Anntoinette	Brockton
Goldstein, Mildred Roberta	Fall River
Graham, Kathleen Lydia	South Middleborough

[1] Present part of first semester.

Gurney, Elizabeth	New Bedford
Hanlon, Lawrence John	Quincy
Harlow, Eleanor Frances	Marshfield
Hartford, Marjorie Carroll	Gloucester
Hendrickson, June Muriel[1]	Scituate
Hepperle, Anna Rosaline	Braintree
Hull, Pauline Torrey	Gloucester
Jagiello, Francis Gerard	Dorchester
Johnston, George Francis	Atlantic
Kellogg, Dorothy Lillian	Orange
Kelly, Kathleen Buddington	Springfield
King, Gertrude Lillian	Haydenville
Kispert, Moira Estelle	Fall River
Knuttunen, Sylvia Vieno	Quincy
Koskela, Edward Werner	Sagamore
Kuchmeister, Florence Louise	Winthrop
Kundiz, Violet Jenny	Brockton
Kutzer, Melvin Daniel[1]	Mattapan
Leonard, Ardelle Meredith	Brockton
Lindsay, Josephine Mae	South Weymouth
Logan, Helena Hope	South Weymouth
Martin, Jeannette	Plymouth
Masterson, Mary Ellen	Taunton
Mathews, Edward Lincoln	Weymouth
McCarthy, Daniel Justin	Brockton
McDonough, Mary Eileen	Norwood
McGloin, Margaret	Braintree
McGovern, John Francis	North Abington
Metcalf, Mary	Bridgewater
Moore, Marjorie Frances	Bridgewater
Moynan, Dorothy	Taunton
Murphy, Rita Mary	North Weymouth
Nash, Malcolm Franklin	Abington
Newsome, Dorothea Wilma	Weymouth
Nolan, William Joseph	Dorchester
Nye, Alma Cassandra	Middleborough
O'Brien, Anna Irma	Quincy
Oram, Alice Louise	West Roxbury
Paul, Jeannette Aldora	Whitman
Peabody, Constance Cheney	Beverly
Perkins, Dorothy Rose	Plymouth
Perry, Amy Frances	New Bedford
Powell, Margery Elizabeth	Middleborough
Radlo, Lucille	Roxbury
Rapaport, Jacob	Dorchester
Rennie, Margaret Jessie	Weymouth
Reynolds, Martha	Quincy
Riley, Rita Elizabeth[1]	Haydenville
Riordan, Mary Rose	Brockton
Roberti, Ada Joan	Sandwich
Roberts, Lorinda Arlene[1]	Wollaston
Rudd, Marie	Boston
Ryan, Albert Thomas	Rockland
Rymut, Bronia Bertha	Halifax
Sanborn, Anne[1]	Attleboro
Sandlovitz, Helen Sylvia	Quincy
Shaw, Lillian Valencourt	New Bedford
Sherman, Dorothy Ellsworth	Eastondale
Sherman, June	State Farm
Skahill, Edward Vincent	Wellesley

[1] Present part of first semester.

Skerston, Olga Julia	Bridgewater
Smith, John Gregory	Dorchester
Smith, Margaret Emily	Bournedale
Southworth, Elizabeth	Bridgewater
Sparkes, Alice Louise	Taunton
Spillane, Catherine Helen	East Braintree
Sullivan, Anna Elizabeth	Randolph
Sullivan, Lillian Marie	Quincy
Sullivan, Mary Elizabeth	Lowell
Sullivan, Ruth Mary	Fall River
Thomas, Gladys Trenetta	North Easton
Vanelli, Elaine	Quincy
Vestburg, Dorothy Marie	Weymouth
Viner, Virginia Caroline	Quincy
Vollmer, Carol	Scituate
Warren, Thomas Larkin	State Farm
Waters, Doris Theothile	Roxbury
Webber, Helen Gertrude	Rutland
Wehter, Aune Kyllikki	Quincy
Weldon, Althea Virginia	Watertown
Whittemore, Dorothy Alice	Wollaston
Wintermeyer, Charles	Weymouth
Witherell, Charles Emerson	South Worthington
Wynot, Rowena	Braintree
Zubrzycki, Victor	Bridgewater

SUMMARY

	Men	Women	Total
Candidates for Three-Year Diploma:			
1935	—	24	24
1936	—	16	16
1937	—	12	12
Candidates for Degree of Bachelor of Science in Education:			
1935	28	95	123
1936	25	93	118
1937	32	95	127
1938	27	107	134
Totals for the year (1934–35)	112	442	554
New admissions for the year 1934–1935	33	134	167
Graduated, 1934:			
Degree	18	115	133
Diploma	—	30	30
Whole number admitted from the beginning	1,841	9,041	10,882
Whole number of graduates:			
Degree	172	522	694
Diploma	967	6,044	7,011

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